

LYONS TOWNSHIP HIGH SCHOOL

District 204 Board of Education and Administrative Directory

Mr. Mark N. Pera, President
Dr. John T. Polacek, Vice President
Mrs. Heather H. Alderman, Secretary

Mr. Thomas Cushing, Member
Mr. Phil Palmer, Member

Mr. George R. Dougherty, Member
Mr. Todd M. Shapiro, Member

District Administrators

- Dr. Timothy Kilrea 579-6451
Superintendent
Email: tkilrea@lths.net
- Mr. Scott Eggerding 579-6470
Director of Curriculum & Instruction
Email: seggerding@lths.net
- Mr. Ed Piotrowski 579-6456
Director of Human Resources
Email: epiotrowski@lths.net
- Mr. David Sellers 579-6464
Director of Business Services
Email: dsellers@lths.net
- Mr. Ed Tennant 579-6478
Director of Technology
Email: etennant@lths.net

Community Relations

- Mrs. Jennifer Bialobok 579-6471
Community Relations Coordinator
Email: jbialobok@lths.net

Building Administrators

- Mr. David C. Franson NC 579-6305
Principal SC 579-6505
Email: dfranson@lths.net

South Campus

- Ms. M. Therese Nelson 579-6500
Associate Principal, South Campus
Email: tnelson@lths.net
- Mr. Adam Davis (Freshmen) 579-6528
Assistant Principal, South Campus
Email: adavis@lths.net
- Mr. Brian Mahoney (Sophomores) 579-6528
Assistant Principal, South Campus
Email: bmahoney@lths.net

North Campus

- Mr. Kevin Brown 579-6300
Associate Principal, North Campus
Email: kwbrown@lths.net
- Ms. Kelly Dostal (Juniors) 354-4700
Assistant Principal, North Campus
Email: kdostal@lths.net
- Mr. Kris Costopoulos (Seniors) 354-4700
Assistant Principal, North Campus
Email: kcostopoulos@lths.net

North Campus

100 S. Brainard Avenue
LaGrange, IL 60525-2101
TEL: (708) 579-6300
FAX: (708) 579-6765

District Office

100 S. Brainard Avenue
LaGrange, IL 60525-2101
TEL: (708) 579-6300
FAX: (708) 579-6768

South Campus

4900 S. Willow Springs Road
Western Springs, IL 60558-1795
TEL: (708) 579-6500
FAX: (708) 579-6497

LTHS District 204 Website: www.lths.net



Division/Department Chair Directory

Divisions	Departments	Division Chairs
Applied Arts	Applied Technology, Driver Education,	TBD
SC TEL: (708) 579-7439	Family and Consumer Sciences	NC TEL: (708) 579-6381
	Adult and Community Education	FAX: (708) 579-6726
		Email: tbd@lths.net
Fine Arts	Art, Music, World Languages	Mr. Nick Gehl
SC TEL: (708) 579-6585		NC TEL: (708) 579-6488
FAX: (708) 579-6497		FAX: (708) 579-6474
		Email: ngehl@lths.net
Global Studies	Business Education, Social Studies	Mr. Paul Houston
SC TEL: (708) 579-6546		NC TEL: (708) 579-6420
FAX: (708) 579-9576		FAX: (708) 579-6009
		Email: phouston@lths.net
Language Arts	English, ELL, LT-TV, WLTL Radio	Ms. Karen Raino
SC TEL: (708) 579-6563		NC TEL: (708) 579-6402
FAX: (708) 579-9576		FAX: (708) 579-6036
		Email: kraino@lths.net
Mathematics and Science	Mathematics, Science.....	Ms. Michele Chapman
SC TEL: (708) 579-6580		NC TEL: (708) 579-6409
		FAX: (708) 579-6038
		Email: mchapman@lths.net
Physical Welfare and	Physical Education/Health, Athletics, Student Activities.....	Mr. John Grundke
Co-Curricular Activities		NC TEL: (708) 579-6393
SC TEL: (708) 579-6567		FAX: (708) 579-6786
		Email: jgrundke@lths.net
Special Education Services	Special Education Services	Mrs. Karen C. Brown
SC TEL: (708) 579-6521		NC TEL: (708) 579-6341
		FAX: (708) 579-6031
		Email: kcbrown@lths.net
Student Support Services	Student Services	Mrs. Donna Bredrup
		NC TEL: (708) 579-6433
		FAX: (708) 579-6439
		Email: dbredrup@lths.net



Counselor/Social Worker Directory

*Telephone, fax, and email information below is for the 2013-2014 school year.
Counselor-student assignments for the class of 2017 will be determined at a later date.
Direct questions regarding the Class of 2017 to the Directory of Student Services
Donna C. Bredrup NC Tel (708) 579-6433 Email: dbredrup@lths.net*

Class of 2017

Ms. Michele Stupak (Alpha TBD)
SC Tel: (708) 579-TBD
Email: mstupak@lths.net

Mr. Alex Ip (Alpha TBD)
SC Tel: (708) 579-TBD
Email: aip@lths.net

Ms. Maria Boyle (Alpha TBD)
SC Tel: (708) 579-TBD
Email: mboyle@lths.net

South Campus Counselors and Social Workers (Grade 9-10) Tel: (708) 579-6500 Fax: (708) 579-6031

Class of 2016

Mr. Christopher Grosenraud (A-Goo)
SC Tel: (708) 579-6508
Email: cgrosenraud@lths.net

Ms. Telenae Reid (Gop-N)
SC Tel: (708) 579-6512
Email: treid@lths.net

Mr. Michael Liccardi (O-Z)
SC Tel: (708) 579-6516
Email: mliccardi@lths.net

Class of 2017 Social Worker

Ms. Pamela Locke
Tel: (708) 579-TBD
Email: plocke@lths.net

Student Support Counselor

Ms. Ebony Baker
SC Tel: (708) 579-6501
Email: ebaker@lths.net

Class of 2016 Social Worker

Ms. Joan Cushing
SC Tel: (708) 579-6515
Email: mpacjka@lths.net

Special Education Social Worker Ms. Nekeia Wilson

SC Tel: (708) 579-6588
NC Tel: (708) 579-6447

Email: nwilson@lths.net

Alternative School Social Worker Ms. Jennie Fanta

SC Tel: (708) 579-6311
NC Tel: (708) 579-6438

Email: jfanta@lths.net

Class of 2015

Ms. Nicole Ziroli (A-G)
NC Tel: (708) 579-6513
Email: nziroli@lths.net

Ms. Kathryn Elliott (H-O)
NC Tel: (708) 579-6509
Email: kelliott@lths.net

Mr. Leo Torres (P-Z)
NC Tel: (708) 579-6514
Email: ltorres@lths.net

North Campus Counselors and Social Workers (Grades 11-12) Tel: (708) 579-6300 FAX: (708) 579-6339

Class of 2014

Mr. Patrick King (A-Goo)
NC Tel: (708) 579-6351
Email: pking@lths.net

Ms. Jane Bauer (Gop-Mur)
NC Tel: (708) 579-6349
Email: jbauer@lths.net

Mr. Mike Ziroli (Mus-Z)
NC Tel: (708) 579-6347
Email: mziroli@lths.net

Class of 2015 Social Worker

Ms. Mary Pacejka
NC Tel: (708) 579-6518
Email: mpacjka@lths.net

Student Support Counselor

Ms. Anne Strickland
NC Tel: (708) 579-6028
Email: astrickland@lths.net

Class of 2014 Social Worker

Ms. Bobbette Pulliam
NC Tel: (708) 579-6374
Email: bpulliam@lths.net

Student Assistance Program Coordinator

Ms. Jeanne Widing
SC Tel: (708) 579-6507
Email: jwiding@lths.net

College/Career Coordinator

Mrs. Lianne Musser
NC Tel: (708) 579-6357
Email: lmusser@lths.net



Course Request Timeline for 2013-2014 Academic School Year

INCOMING FRESHMAN ACTIVITY		GRADES 9-11 ACTIVITY	
November 7	<ul style="list-style-type: none"> Preliminary Registration information mailed home 	Course Request Process using Infinite Campus (aka Campus) Portal	
November 27	<ul style="list-style-type: none"> Future Freshman Night at LTHS South Campus (LTHS-SC) 	December	Teachers talk with students about sequence of courses in their subject areas.
November 27	<ul style="list-style-type: none"> Enrollment forms due to LTHS-SC Main Office 	January	<ul style="list-style-type: none"> Graduation requirement courses with academic ability levels from current teachers entered into Infinite Campus
December 7	<ul style="list-style-type: none"> Academic Placement Exams at LTHS South Campus for all incoming freshmen 	January 22	<ul style="list-style-type: none"> Academic Program Guide available online Parents and students receive further information about course request process in Campus Students and Teachers write recommendations for academic ability level and course sequence on the Course Request Worksheet in APG
January 8-17	<ul style="list-style-type: none"> Orientation visits to Associate Schools (Students during the daytime: Parents at 7:00 p.m.) Academic Program Guide distributed Letter home re: make-up date for students who have not tested. 	January 23-24	<ul style="list-style-type: none"> Students attend Guidance Groups with Counselors on the Course Request Process by grade level Handouts on accessing Portal distributed
January 18-30	<ul style="list-style-type: none"> LTHS Division Chairs collaborate and consult with Associate School Teachers to make joint recommendations in math, science, English, and world languages 	January 25 at 4:00 p.m. - February 1 at 4:00 p.m.	<ul style="list-style-type: none"> Campus Portal open for students Parents and students review Course Request Worksheet and Four Year Plan Student inputs course requests for Electives and alternates in Portal Student prints out Portal requests and parent signs Portal closes February 1 at 4:00 p.m.
February 1	<ul style="list-style-type: none"> Academic level placement recommendations and EXPLORE scores mailed home 	February 4 - February 15	<ul style="list-style-type: none"> Students meet individually with their Counselor to review requests. Student brings the following documents signed by parent: <ol style="list-style-type: none"> Course Request Worksheet Portal Printout of Course Requests Four Year Plan Worksheet
January 10 - February 8	<ul style="list-style-type: none"> Annual Review/IEP meetings for students with special education needs held 504 transition meetings held at associate schools 	February 19 February 21 February 22	Arena Registration to finalize requests <ul style="list-style-type: none"> NC Arena - Juniors SC Arena - Sophomores SC Arena - Freshmen Student brings home final printout of requests from Arena Registration; no further confirmations mailed
January 31 - February 13	<ul style="list-style-type: none"> Required courses with academic ability levels entered into Infinite Campus 	February 25 12:00 p.m.	<ul style="list-style-type: none"> Summer School online registration at http://www.lths.net/domain/201 opens
February 5 - February 13	<ul style="list-style-type: none"> Elective course requests - Counselor visits to Associate Schools for elective course requests. After school times available at LTHS for private/parochial school students Parents keep copy of requests; no further confirmations are mailed 	March 8	<ul style="list-style-type: none"> Final day for parent/students to request academic level changes (Requests are made to Teacher or DC) The next window for academic level change requests is after school starts
February 22 - March 8	<ul style="list-style-type: none"> Course tallies generated based on student requests Student's Alternative Requests used if course requested does not run 		
February 25 12:00 p.m.	<ul style="list-style-type: none"> Summer School online registration at http://www.lths.net/domain/201 opens 		
March 8	<ul style="list-style-type: none"> Final day for parents to request academic level changes (Requests are made to Division Chairs) The next window for academic level change requests is after school starts 		

IMPORTANT NOTE:

Careful selection of courses is important. Staffing decisions are made and schedules are built based on initial student course requests. Changes to initial requests are not permitted.



General Information

The **Academic Program Guide** should be reviewed carefully. As you make your course selections, it may be helpful to keep the following questions in mind:

1. What courses will I need to take each year to meet Lyons Township High School graduation requirements?
2. Considering my strengths, talents, and challenges, what career alternatives do I consider now?
3. In pursuing my probable educational and career plans, what continuing education will I want or need? Will I go directly to work? Should I consider a career in the armed services?
4. If I plan to seek additional education in college or other career preparation, am I familiar with the specific requirements needed for such a program?
5. Am I fully aware that my success depends upon good study habits, consistent self-discipline, an attitude of inquiry and cooperation, regular attendance, and positive progress toward predetermined goals?

You should list the courses you need and desire, then discuss your choices with school staff in light of your performance, your aptitudes, your test scores, your interests, and your future planning. Consider not only the courses that are appropriate for next year but those that will meet your goals over four years of high school.

All faculty/staff at LTHS are available to assist students and parents. Counselors are especially qualified to help students assess their academic, personal, and social aptitudes to become increasingly capable of mature self-guidance. The final responsibility for making wise educational decisions, however, rests with the student and the parents. I encourage you to read through this Guide and choose your courses carefully. LTHS has much to offer. We look forward to helping you achieve your goals through our motto: *Vita Plena* - the quest for the fulfilling life.

Yours,



Scott D. Eggerding
Director of Curriculum and Instruction

Equal Educational Opportunity

All persons who legally reside within LTHS attendance boundaries under the age of 22 (or until graduation) shall be afforded the right and opportunity to an equal education. No student shall be excluded, segregated, or discriminated against in the District's programs on account of race, color, national origin, sex, handicap, disability, or religion. District 204 affirms the human dignity and worth of each student to be free from discrimination and harassment.

The District does not permit harassment in its educational programs, activities, or employment policies as required by Title IX of the Federal Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title IIA of the Americans with Disabilities Act. Grievance procedures have been established for student and employee complaints. The Nondiscrimination Coordinator for District 204 is Mr. Ed Piotrowski, Director of Human Resources. The Section 504 Coordinator for District 204 is Ms. Donna Bredrup, Student Services Division Chair. The Special Education Director is Karen C. Brown.

LTHS and the North Central Association

Lyons Township High School District 204 has been a member of the North Central Association (NCA) since the organization's inception in 1904. The NCA school accreditation process is cyclical, with school improvement goals developed and implemented over a five year period. Culmination in accreditation in 2010, LTHS was reaccredited with high distinction. LTHS is proud to be an NCA 100-year charter member and a participant in the school improvement process.



Daily Schedule

The daily schedule is the same at South and North Campus. Each day has ten class periods, which are typically 51 minutes in length with six minute passing periods between classes. There are five lunch periods, each 25 minutes in length, not including passing periods. LTHS meets or exceeds the required instructional time as set by the State of Illinois, the North Central Association, and those required to meet the standard set for Carnegie Units. The daily class schedule is given below.

Period	Regular Schedule	Late Start Schedule
1	7:45 - 8:36 a.m.	8:45 - 9:25 a.m.
2	8:42 - 9:33 a.m.	9:31 - 10:11 a.m.
3	9:39 - 10:30 a.m.	10:17 - 11:57 a.m.
4	10:36 - 11:01 a.m.	11:03 - 11:28 a.m.
5	11:07 - 11:32 p.m.	11:34 - 11:59 p.m.
6	11:38 - 12:03 p.m.	12:05 - 12:30 p.m.
7	12:09 - 12:34 p.m.	12:36 - 1:01 p.m.
8	12:40 - 1:05 p.m.	1:07 - 1:32 p.m.
9	1:11 - 2:02 p.m.	1:38 - 2:18 p.m.
10	2:08 - 2:59 p.m.	2:24 - 3:04 p.m.

Special schedules are set throughout the school year for assemblies, guidance, registration, staff development, and other programs. They are announced through the Principal's office.

Graduation Requirements

A student must successfully complete all graduation requirements as specified by the LTHS Board of Education, the Illinois State Board of Education, and **The School Code of Illinois 105 ILCS 5/27-22**. As a rule, a student is not graduated unless he/she has spent at least one (1) year in residence which is normally the last year of high school. A student must earn twenty three (23) academic credits, earn a passing grade on a test covering the Constitution of the State of Illinois and of the United States of America, earn 1 credit for algebra, earn 1 credit for geometry, and a passing grade in PE for each semester enrolled to receive a diploma at LTHS. Each student is also required to take the **Prairie State Achievement Examination (PSAE)** unless one of the following exceptions applies:

1. The student is eligible to receive special education services pursuant to the Individuals with Disabilities Education Act and his/her IEP team has determined that the PSAE is not appropriate for the student.

2. The student is enrolled in a program of Adult and Continuing Education as defined in the Adult Education Act.

LTHS Graduation Requirements

SUBJECT AREA	CREDITS	
Consumer Economics	1/2	.5
Creative Arts	1	1.0
Driver Education (classroom)	1/2	.5
English	4	4.0
Health Education	1/2	.5
Mathematics	3	3.0
-Algebra (1)		
-Geometry (1)		
Physical Education	3 1/2	3.5
Practical Arts	1	1.0
Science	2	2.0
United States History	1	1.0
World History	1	1.0
Other Social Studies	1/2	.5
Electives	4 1/2	4.5
Total Credits	23	

Enrollment in all courses is subject to requirements and prerequisites as noted throughout the **Guide** and as listed in each departmental section. Students and parents should carefully review these as courses are selected and as Four Year Academic Plans are developed. For any exception or deviation from the regular program not covered in the **Guide**, please refer to pp. 24-25 of the **Guide** for listing of **Alternative Educational Opportunities**.

Creative & Practical Arts Requirements

LTHS maintains its mission of meaningful learning through a comprehensive curriculum, in part, by requiring students to earn Creative and Practical Arts credits. The Creative and Practical Arts allow students to pursue unique areas of study that may interest them and that the student may not have been aware of. Students at LTHS are required to successfully complete and earn one credit designated as Creative Arts and one credit designated as Practical Arts. Students and parents should discuss the selection of these required courses with their counselors. Please refer to course descriptions for campus location and year of course availability.

Creative Arts Course Selections

Art - All Courses

Language Arts

All elective courses **EXCEPT**

- Philosophy of Self-Knowledge
- Language Learning Experience (ELL)

Music - All Courses

Physical Education

- Dance Studies 1
- Dance Studies 2
- Dance Studies 3

Technology Center of DuPage (TCD)

- Multi-Media & Television Production

Practical Arts Course Selections

Alternative Program

- Work and Careers

Applied Technology -All Courses

Business Education - All Courses **EXCEPT**

- Consumer Economics

Family and Consumer Sciences - All Courses **EXCEPT**

- Family Health Issues

Mathematics

- Computer Science A AP

Special Education Services

- Work Experience I (SC)
- Work Experience II & III (NC)

Technology Center of DuPage (TCD)

- All programs and courses except Multi-Media and TV

- To be promoted from grade 10 to grade 11, a student must pass a minimum of 10.00 units of academic credit.
- To be promoted from grade 11 to grade 12, a student must pass a minimum of 15.00 units of academic credit and previously completed the ACT of the PSAE.
- To graduate and earn a diploma from LTHS, a student must pass a minimum of 23.00 units of academic credit and fulfill all other District 204 requirements for high school graduation.

Students who successfully earn sufficient credits to advance to the next grade level will be reclassified to the appropriate grade level at the close of the semester in which such additional credit is earned.

Early Graduation

The goal of early graduation must not be based simply on the desire to leave school before the scheduled June date. Students who satisfactorily complete the graduation requirements prior to the completion of four years may, at the option of the student and the parent(s), decide to leave LTHS for further education or work experience. Students who plan to graduate early must take required courses from LTHS or transfer into LTHS their equivalent. Students who complete graduation requirements ahead of the usual four year schedule receive their diplomas at the time their class graduates. Students are urged to consult with their counselors early to determine required courses and to adjust their four year academic plans as needed.

A student wishing to pursue a program leading to early graduation is required to arrange the following:

1. A conference with the counselor to discuss the feasibility for such plans
2. A conference between the student, parent(s), and class counselor, at which parental understanding and approval will be established
3. If parental approval is given, then a conference is held involving student, parent(s), counselor, and the principal. The purpose of this last conference is to discuss and seek administrative approval for a plan leading to early graduation to pursue further education or meaningful work experience.

Promotion and Retention of Students

In general, students are classified as freshmen, sophomores, juniors, and seniors according to the number of credits they have earned. Requests for special classification should be made to the principal.

The Board of Education will promote students to succeeding grade levels as they successfully meet the District 204 academic standards embodied in course curricula or in courses of study demonstrated to be comparable to that of District 204.

Students earn academic grade level promotion based upon the following:

- To be promoted from grade 9 to grade 10, a student must pass a minimum of 5.00 units of academic credit.

College Entrance Requirements

Students who intend to enter college should carefully review the requirements for admission to the institutions in which they are interested. Talking to the counselors is a good first step in this process. The group guidance curriculum will also provide students with important resources to aid in the college search. College information is available in the College/Career Center. **Some colleges may not accept credit/no credit courses which are used for college entrance.**

Wise program planning, registration each semester for six (6) to seven (7) subjects, and utilization of opportunities afforded by summer school will yield solid college preparation.

The Four Year Academic Plan on p. v of the **Guide** will help students create the best high school program to meet college admission requirements.

Sixteen (16) to eighteen (18) units of academic work in the areas of English, mathematics, science, social studies, and foreign language are recommended for admission to most colleges. A solid background of courses in the academic areas is important. Strength of preparation in English, mathematics, languages, science, and social studies has great significance not only for securing college admission but also for attaining success in college work. Many colleges continue to revise their admission requirements to include additional, specific courses; therefore, students should plan to fulfill more than the minimum entrance requirements for the colleges of their choice.

Students who enter four-year Illinois universities must meet minimum requirements. Up to three additional credits may be distributed among these five categories:

- 4 credits of English (emphasizing written and oral communications and literature)
- 3 credits of social studies (emphasizing history and government)
- 3 credits of mathematics (introductory through advanced algebra, geometry, trigonometry and/or precalculus or fundamentals of computer programming)
- 3 credits of science (laboratory sciences)
- 2 credits in foreign language; some universities allow substitution from language arts, music, career and technical education, or art. (practical arts)

Class of 2012 Post-Secondary Profile

- 2012 Graduates: 900
- College Plans
 - 4-year College 60.7 %
 - 2-year College 21.2%
 - Other Schools 1.1%
 - Unknown 17 %
- Distribution of those attending
 - 4-year Colleges
 - 186 Colleges in 38 States and 2 countries
 - Private Colleges 23.3%
 - Public Colleges 58%
- Significant Academic Accomplishments
 - 8 National Merit Finalists
 - 10 National Merit Semifinalists
 - 25 Letters of Commendation from National Merit
 - 186 Illinois State Scholars

Tests for College Admission

Most colleges require the results of either the ACT or the SAT Reasoning test. Students are encouraged to take college entrance examinations during the spring of their junior year. The ACT consists of four subtests, English (rhetorical skills and usage & mechanics), math (pre-algebra, algebra, geometry, and algebra/trigonometry), reading (fiction and non-fiction), and science. Students have the option of taking an additional subtest, the ACT Writing portion. The SAT is comprised of 3 sections: Writing, Critical Reading, and Mathematics. The SAT II is an additional test offered by the College Board which assesses knowledge in specific subject areas. Please check the College Board website at www.collegeboard.com for a list of the specific subject areas.

The best preparation for these tests is a rigorous background of academic courses. The following academic sequences are recommended for the best **ACT** and **SAT** preparation: **English** - the sequence of courses at the prep, accel, or honors level; **mathematics** - the sequence of courses at the prep, accel, or honors level; **science** - begin the study of science as early as possible in high school and select one of the following sequences: biology - chemistry - physics, or physical science - biology - chemistry; and **social studies** - world history, American history before the senior year, and one or more social studies electives.

In addition, an etymology course can help develop skills measured by college admission tests. A challenging selection of independent reading, both fiction and non-fiction, is strongly recommended. Information about the **ACT** and **SAT** is available in the Testing Office at North Campus.

Students may register for special ACT and PSAT test preparation classes which are offered after school, in the evenings and during study hall. These classes help students familiarize themselves with these tests and test-taking strategies. Information about these classes can be obtained from the Testing Office at North Campus.

Class of 2012 ACT/SAT Profile

SAT Reasoning			ACT	
65 scores - Class of 2012			820 scores - Class of 2012	
Range	Reading	Math	Range	Composite
700-800	25%	25%	28-36	26%
600-690	38%	46%	24-27	29%
500-590	31%	25%	16-23	39%
400-490	6%	3%	1-15	7%
300-390	0%	1%		
200-290	0%	0%		

LT Critical Reading Mean: 625

LT Mean: 24.0*

National Critical Reading Mean: 496

National Mean: 21.1

LT Math Mean: 636

National Math Mean: 514

*The ACT mean score includes the most recent ACT test score for all 2012 students, which may include the required ACT administration as part of standardized testing in Illinois.

Advanced Placement (AP) Program

The Advanced Placement Program® provides students with the opportunity to take college-level courses in a high school setting. Students who participate in the AP Program® not only gain college-level skills, but in many cases they can earn college credit while still in high school.

AP courses are taught by highly qualified high school teachers with curriculum approved by the College Board AP Audit process.

AP Examinations are administered in May. The three-hour exams contain a free-response section (either essay, problem solving, or listening and speaking) and a multiple-choice question section. (exception: The AP Studio Art subject follows a portfolio assessment format.) The multiple-choice questions are scored by computer. The free-response portions are evaluated by a team of skilled college professors and high school teachers who meet annually to score exams in their area of expertise. Each AP Exam grade is a weighted combination of the student's score on the multiple-choice section and on the free-response section. The final grade is reported on a 5-point scale:

5 = extremely well qualified

4 = well qualified

3 = qualified

2 = possibly qualified

1 = no recommendation

AP Grade Reports are sent in July to the college(s) that the student chooses, to the student, and to the high school. The reports include grades for all the AP Exams a student has ever taken, unless the student has requested that one or more grades be withheld from a college or canceled.

Each college decides which AP examination grades it will accept. Students may earn credit and/or placement at most colleges and universities in the U.S., as well as colleges and universities in more than 40 other countries, through qualifying AP Exam grades. At many of these institutions, students can earn up to a full year of

college credit (sophomore standing) through a sufficient number of qualifying AP Exam grades. Individual colleges and universities, not the College Board or the AP Program, grant course credit and placement. Because it varies from school to school, students should obtain a college's AP policy in writing. Students can find this information in the institution's catalogue, on its website, or by using collegeboard.com's AP Credit Policy Info search. Colleges that have received an AP Grade Report will generally notify the student of any placement, credit, and/or exemption earned during the summer. Students can also contact the college's admissions office to find out the status of AP credits.

Since AP courses and examinations are mainly a junior and/or senior year experience (with the exception of AP European History which is also open to sophomores), parents and students who are anticipating college should begin early—even in the ninth and tenth grade—to prepare for AP opportunities by making sure that the appropriate prerequisite courses are taken. AP courses are offered, provided enrollment is sufficient. The AP policies listed in the departmental sections should be studied along with the specific course descriptions.

AP Courses & Exams Offered at LTHS**Art**

- Art History
- Studio Art 2-D Design
- Studio Art 3-D Design
- Studio Art: Drawing

Biology**Calculus**

- Calculus AB
- Calculus BC

Chemistry**Chinese Language & Culture****Computer Science**

- Computer Science A

Economics

- Macroeconomics
- Microeconomics

English

- English Language & Composition
- English Literature & Composition

Environmental Science**French**

- French Language

German Language and Culture**Government & Politics**

- Comparative Government & Politics
- United States Government & Politics

History

- European History
- United States History

Italian

- Italian Language & Culture

Latin

- Latin: Vergil

Music Theory**Physics**

- Physics C: Electricity & Magnetism
- Physics C: Mechanics

Psychology**Spanish**

- Spanish Language

Statistics

Spring 2012 - AP Examination Profile

- 634 Students took 1,236 Examinations
- Of the total grades reported, 94% were 3, 4, or 5.

Course	Exams	Course	Exams
Art History	11	Government-United States	39
Biology	89	Government-Comparative	25
Calculus (AB)	92	Italian Language	6
Calculus (BC)	28	Latin: Vergil	1
Chemistry	34	Music Theory	6
Chinese	0	Physics	34
Computer Science A	12	Psychology	151
Macro/Micro		Spanish Language	40
Economics	42	Statistics	40
English Lang./Comp.	180	Studio Art	5
English Lit./Comp.	63	U.S. History	202
European History	67		
French Language	29		
German Language	7		

Academic Requirements for Athletic and Activity Eligibility

Illinois High School Association (IHSA) In order to maintain athletic/activity eligibility in high school, a student must pass work in at least five high school courses per week, and he/she must have earned a total of two and a half credits in five - 1/2 credit bearing courses in the previous semester.

Lyons Township High School follows the IHSA requirements and *also* requires students who participate in athletics and/or activities and who are failing two courses and/or near failing three courses to do remedial work on a weekly basis with their teachers.

NCAA Academic Requirements

To be eligible to receive athletic scholarship assistance and to practice and play in the freshman year at a Division I or II college, a student-athlete must successfully complete a core curriculum of at least sixteen (16) academic courses in high school. This core curriculum must include at least four years in English, three in mathematics (one in geometry or higher level math for which geometry is a prerequisite), two in social science, and two in natural or physical science (including at least one laboratory class).

For specific NCAA requirements; such as GPA and ACT/SAT scores, please refer to the NCAA website (www.eligibilitycenter.org). Student-athletes must also be certified by the NCAA Initial-Eligibility Clearing House. Prospective college athletes should consult their counselors for further information on NCAA requirements and regulations.

Academic Ability Levels

Students are assigned to course levels on the basis of

test scores, performance/achievement, and teachers' recommendations. A student may be in one or more honors or accelerated level courses at one time since departments individually place students. No student can take all courses at either the honors or accelerated level. Several courses required for graduation, (practical arts, creative arts, business, social studies, and physical education) as these departments have some required courses which are offered only at the preparatory level.

Initial Academic Ability Level Placement Procedures

Eighth grade students in the Township are administered the *EXPLORE* test on a selected Saturday in December. Entering freshmen who are not tested in December and all other transfer students are administered a similar battery of assessments as part of the enrollment and placement process prior to having a schedule created.

Students are placed initially into ability levels as incoming freshmen through a process that involves articulation between LTHS and Township associate schools, both public and private. Placements are made using the following criteria:

- *EXPLORE* test scores;
- grades from first semester eighth grade; and
- eighth grade teacher recommendations.

Discrepancies between recommended placements by the associate schools and LTHS are best resolved by conferences among LTHS division chairs, associate school teachers, and parents. Parents need to complete this conference by March 8. Special Education Services placement information is available through the Special Education Services Division. Placement information specific to each department may be found in the division sections of the guide.

Personal growth involves making informed decisions and learning from the consequences of those decisions. For this reason, the selection of courses should be made carefully by students and parents with information from teachers and counselors. The role of these professionals is to help students and parents make informed decisions which minimize failure, maximize success, and ensure the orderly and efficient operation of the school. Finally, teachers have the responsibility to maintain the integrity of standards and expectations of courses.



Academic Ability Levels - Standards and Expectations

ESSENTIAL QUESTION: How do we ensure *vita plena* for all students at LTHS?

GOAL: All students who enter LTHS will graduate prepared for college and careers through the systematic connections made among academics, character and leadership, career and technical education, health and physical education, the arts and design.

FOUNDATION: The minimum expectation for all students at LTHS is to succeed at the Preparatory level.

EXPECTATION: All students will challenge themselves to delve deeper into courses and programs that stretch their abilities and provide opportunities for college and career goals.

AFFIRMATION: Lyons Township High School has prepared students for their futures for generations. Previous successes require that LTHS continue to offer the highest level of education for its students by continuing to provide innovative, relevant, and challenging courses of study.

What Levels Mean at LTHS

Each course in the **Academic Program Guide** (core and elective) is assigned an academic ability level. Each level has a standard/expectation which outlines the academic rigor students are expected to meet to successfully complete these courses.

In addition to these expectations, the following academic ability level descriptions, standards and expectations, are designed to assist students and parents in course selections and in understanding the differences among academic ability levels. These standards are also intended to help students exceed standards in the Prairie State Achievement Examinations (PSAE) and to score well on ACT, SAT Reasoning / SAT Subject Tests, and AP assessments. Individual courses may have additional expectations and/or move at an accelerated pace. Students and parents should note each course's individual prerequisites, characteristics, and expectations in the **Guide**.

Level I Special Education courses are designed for students who have Individualized Education Plans (IEPs) and can be found starting on p. 156 of the Guide.

Regardless of the level, everyone at LTHS wants all students to achieve to the best of their abilities. To succeed, all students must:

- attend school regularly and be punctual
- be prepared with materials and assignments
- be actively involved in the classroom--work independently and in a variety of roles in cooperative groups
- effectively use available learning resources (library and media centers, Discovery Centers, computer/graphics labs, Student Services, and tutorial services).

Level III Preparatory (Prep)

Courses for students are college-bound and desire secondary training, have attained basic school skills and are working toward higher competencies. Courses are offered in grades 9-12.

GENERAL STANDARDS

Students taking courses at this level are expected to

1. take responsibility for more independent learning as they progress toward their senior year with guided practice as a regular part of instruction
2. review and study class material in addition to completing assigned homework.

SPECIFIC STANDARDS

1. **Thinking skills and depth of study**
Students will use and develop recall and comprehension skills as the foundation for learning higher-level thinking skills; problem-solving, inference, synthesis, and evaluation.
2. **Projects requiring research**
Students will be thorough in their research. The end product of projects can take any of the following forms: written, spoken, performed, or crafted.
3. **Pacing of studies**
These courses move at a pace that allows for frequent review and checks for understanding.
4. **Homework**
Work will be assigned a minimum of three times a week and may include the following: reading, writing, problem-solving, reviewing, memorizing, designing, crafting.

Academic Ability Levels - Standards and Expectations

An emphasis on application of learning, problem solving, and critical thinking are imperative for all of our graduates, no matter their plans for their futures or the level assigned to the course of study.

- **Rigor** pertains to the fundamentals of education. All students will be expected to demonstrate mastery of the essential outcomes at the Preparatory level. Interventions and supports will be designed, implemented and measured to allow each student to succeed in accordance with individualized plans (e.g. IEP, Section 504, RtI).
- **Relevance** links the past, the present and the future. Relevance at LT is the use of the building blocks of the past as learned through disciplines, applied to the problems of the present, to design solutions for the future.
- **Relationships** are interconnected networks and systems. Wherever possible, opportunities to link course content to other courses and disciplines will be explored. While many assignments and courses require individual attention to achieve mastery, teachers and students will also seek relationships between and among all disciplines.

Level IV Accelerated (Accel)	Level V Honors (Hon)/Advanced Placement (AP)
<i>Courses for students working at higher, challenging levels and school skills and/or at an accelerated pace. Courses are offered in grades 9-12.</i>	<i>Courses for students with exceptionally rapid learning abilities, advanced school skills, and/or who are preparing for an Advanced Placement Examination. Honors courses are offered in grades 9-12; AP courses are offered in grades 11-12; European History AP is offered in grades 10-12.</i>
<p>GENERAL STANDARDS Students taking courses at this level are expected to</p> <ol style="list-style-type: none"> 1. take immediate responsibility for independent learning with guided practice when needed 2. review and study class material consistently in addition to completing assigned homework. <p>SPECIFIC STANDARDS</p> <ol style="list-style-type: none"> 1. Thinking skills and depth of study Students are assumed to have recall and comprehension skills. The Accelerated level emphasizes higher level thinking skills. Students' work will demonstrate the use of these higher learning skills: problem-solving, inference, synthesis, and evaluation. The curriculum is more complex, challenging, and extensive than at the Preparatory level. 2. Projects requiring research Students will be self-directed and independent in their research. The end product of projects can take any of the following forms: written, spoken, performed, or crafted. Students may be expected to complete these projects in addition to daily class work and homework. 3. Pacing of studies These courses move at an accelerated pace. Limited time is built into the curriculum for review. 4. Homework Work will be assigned a minimum of four times a week and may include the following: reading, writing, problem-solving, reviewing, memorizing, designing, crafting. 	<p>GENERAL STANDARDS Students taking courses at this level are expected to</p> <ol style="list-style-type: none"> 1. take full and immediate responsibility for independent learning with limited guided practice 2. review and study class material extensively in addition to completing assigned homework. <p>SPECIFIC STANDARDS</p> <ol style="list-style-type: none"> 1. Thinking skills and depth of study Students are assumed to have recall, comprehension, and problem-solving skills. The Honors level emphasizes inference, synthesis, and evaluation. The difference between Honors and Accelerated levels is the frequency and depth of activities reflecting these higher order skills. The curriculum is more complex, challenging, and extensive than at the Accelerated level. 2. Projects requiring research Students will be self-directed and independent in their research. The end product of projects can take any of the following forms: written, spoken, performed, or crafted. Students will be expected to complete these projects in addition to daily class work and homework. 3. Pacing of studies These courses move at an accelerated pace that approximates college-level pacing by the senior year. 4. Homework Students can expect daily assignments that are extensive, time-consuming, and may include the following: reading, writing, problem-solving, reviewing, memorizing, designing, crafting.

Student Schedule Changes

Once initial student academic ability level placement is made following the process, criteria, and guidelines as described under **Placement Procedures** on page 10 of the **Guide**, a student's placement may be reviewed periodically to ensure that he/she is placed at an appropriately challenging level. Placements for sophomores, juniors, and seniors are based on the recommendations of the most recent teachers in subjects and other pertinent information. **If a student and parent(s) wish a change in placement, the student and parent consult first with the student's teacher to review the current placement and determine if a change is warranted.**

After parents and students have reviewed the differences in levels and the reasons for level recommendation changes, parents and students have the final decision. **Parents need to notify Division Chairs by March 8 if there is a need to adjust this placement for the 1st semester of 2013.** Academic ability level changes may be made for students seeking a challenge (to a higher level) or for students who experience difficulty (to a lower level). District guidelines for academic ability level changes are equitable for students, easily understood by teachers, counselors, students, and parents, and timely, so as to afford students the best experience in the appropriate class. Most changes are made for 1st semester by March and for 2nd semester starting the week after Thanksgiving; however, changes may be made after the start of the semester under the following conditions if space is available:

A. Course Level Changes

1. **The change must be initiated within the first four weeks of a given semester.**
2. Space must be available in the desired course and any other courses that may need to be changed to accommodate the request.
3. No existing course may be dropped to accommodate a level change after the start of a semester.
4. The grade from the previous course will not travel with the student.
5. The student will be required to make up major assignments. These will be determined by courses and departments so they are consistent among teachers who teach the same courses.

B. Course Section Change

1. The grade follows the student.
2. The student does not make up any work, unless needed as a prerequisite for subsequent units as determined by the teacher.
3. The change may occur at any time.

C. Transfer Students

1. Transfer students enter LT at various times during the school year and from various schools.
2. Placements will be handled on an individual basis.

D. Repeating a Course

1. A student who repeats a course in order to improve the course grade shall have both courses and grades earned reported on the student's report card, transcript, and permanent record.
2. If a course is repeated, both grades earned are averaged, and the new averaged grade is used in the computation of the student's weighted and unweighted GPA and class rank.
3. Course credit shall apply only once towards a student's cumulative graduation credit requirement.

Student Course Assignment/Class Load

A student will be enrolled only in courses for which he/she has met the prerequisites as published annually in the **Academic Program Guide**. Initial student course selections will be accommodated whenever possible. Important and timely course and staffing decisions are based upon these selections. LTHS guarantees educational opportunities to students as posted in the **Guide** and as noted below:

1. A full-time student at LTHS carries a minimum of six (6) classes per semester. Most students at LTHS are enrolled in seven (7) classes per semester. Students who enroll in The Technology Center of DuPage (TCD) enroll for the equivalent of three (3) classes. The work experience portion of Cooperative Career Education is the equivalent of one class per semester. Students returning to LTHS for a fifth year carry only those classes necessary to complete graduation requirements.

2. LTHS will make every effort to deliver courses on the basis of two criteria:
 - minimum enrollment of 18 students per course per **Board of Education Policy 6.19 Minimum Course Enrollment**, and with the possible exception of capstone courses; and
 - student selection of courses does not result in irresolvable master schedule conflicts.
 3. The class period in which a course is offered depends on a variety of scheduling considerations including staff availability, fewest master schedule conflicts, and facility usage.
 4. If a course does not have the minimum enrollment at either North or South Campus, students have the following two options:
 - selecting that same course at the other campus, provided it has the minimum enrollment and provided it is offered during 1st and/or 10th periods or
 - dropping the course and adding another available course in its place.
 5. If a student chooses a course offered at the other campus, that student will only commute/travel between campuses on transportation provided by District 204. Students who select this option should be fully aware that instructional time of the periods before, during, and after the course selected will be lost due to travel time. Careful consideration of the student's academic and organizational strengths should be made before selecting this option. Students may not choose courses at the other campus during periods 2 - 9.
 6. Specific semester course requests may not be accommodated based on balancing schedules for staffing purposes.
 7. LTHS does not guarantee the delivery of elective or capstone courses (see p. 32) regardless of their enrollments.
 8. Students may register for only one study hall per semester.
 9. Study hall period assignments are made by the District and may not be requested for specific periods or semesters.
- 1) A course may be **added** to a student schedule if all of the following criteria are met:
 - a. The student has a study hall that can be replaced by a course AND
 - b. There is available space in the class AND
 - c. The change is approved by the Division Chair and Associate Principal
 - 2) A **drop** to a study hall or a **drop/add** will only be considered by the Division Chair based on the following circumstances:
 - a. clerical errors in schedules
 - b. schedule conflict resolutions
 - c. changes necessitated by completion or non-completion of summer courses
 - d. changes necessitated by first or second semester failures
 - e. changes necessitated by a student's Individualized Educational Plan (IEP)
 - f. level changes including initial placements
 - g. documented change of college/career plans requiring a different course and/or
 - h. student hardship cases, such as
 - 1) documented economic necessity to work
 - 2) documented provision for unusual family care situations and/or
 - 3) documented psychological inability to handle schedule.

Students must continue attending class and completing assignments until notified of the decision by Counselor or Division Chair. A course dropped may receive the grade of W (withdraw) or WF (withdrawn failing) depending on the circumstances outlined on page 15.

Any changes to levels or corrections should be requested no later than the date published in the letter mailed home in March confirming course selections and levels for the upcoming school year. The next opportunity to request changes begins at the opening of school. Please note the entire master schedule is built based on students requests during winter registration; consequently, any changes beyond that may not be possible due to space limitations.

Academic Grading System

Grades and credits are necessary elements of academic performance; however, the goals of a comprehensive high school education are accomplished by the pursuit of knowledge, skills, concepts, and understanding. Diligent study and effort result in learning, achievement, and rewards not measured by grades, GPA, and/or credits.

Schedule Changes

Initial student course selections made during registration will be accommodated whenever possible. Important course and staffing decisions are based upon these selections. **Student changes of mind or schedule preferences (teacher, period, time of day) after initial registration will not be accommodated.** Therefore, adjustments will be considered and/or approved only for limited reasons.

Grades earned represent an appraisal of student academic achievement. A student's academic achievement will be evaluated and awarded a letter grade based on the attainment of objectives, standards, and expectations of the course in which he/she is enrolled.

Each student will be encouraged to enroll in courses at the appropriate ability levels as recommended by school personnel. Academic achievement is represented by letter grades as follows:

- A - Superior
- B - Above Average
- C - Average
- D - Below Average
- F - Failure
- AS - Audit completed successfully
- AU - Audit completed unsuccessfully
- CP - Conditional Pass
- DP - Doubtful Pass
- CR - Credit
- NC - No Credit
- I - Incomplete
- W - Withdrawal
- WF - Withdrawal Failure

All letter grades noted above may be used for evaluation of student work per the following:

- A, B, C, D, F, I, AS, AU, CR, NC, W, WF all may be used at quarter and/or semester marking periods.
- DP/CP may only be used at the end of a semester grading period.
- A grade of "CP" (Conditional Pass) is used when a student's achievement in the course is low, but he/she may continue in the sequence of courses. If the student successfully completes the following semester's work, the teacher will change the "CP" grade to a "D". Otherwise, the teacher will need to change the "CP" grade to an "F".
- A grade of "DP" (Doubtful Pass) is used when credit for the course is to be counted toward graduation credit requirements; however, the student is not to continue with the next course in the sequence. It carries the same grade point value as a "D".
- A grade of "I" (Incomplete) is used when a student has not completed requirements for a course grade. It may be used at either quarter or semester time. Though completion of work as quickly as possible is recommended, a student may complete his/her work and receive a final grade for the course within the first six weeks of the following semester. Students receiving incomplete grades for second semes-

ter courses may complete work for final grades within the first six weeks of the following fall semester. For purposes of calculating class rank and GPA, incompletes must be cleared up fourteen days following the deadline for teachers to post grades.

- A grade of "W" (Withdrawal) is used when a student drops or is removed from a course between the 10th day of a semester through the last day of the first or third quarter (see page 14 for acceptable circumstances). The grade "W" will appear on the report card and transcript thereafter. The "W" grade does not receive a grade point value, and is therefore not part of either the weighted/unweighted GPA, class rank, or Honor Roll computation.
- A grade of "WF" (Withdrawal Failure) is used when a student drops a course during the second or fourth quarters (i.e., the halfway point or later of a semester) or is removed from a course at any time. The "WF" grade will appear on the report card and transcript thereafter. The "WF" grade receives a grade point value of 0 and is part of the weighted/unweighted GPA, class rank, and Honor Roll computation.

Teachers may use + or - signs with grades A-D in order to differentiate levels of achievement. These signs will appear on report cards and transcripts, but they are not used to determine class rank or grade point averages.

Academic Grading Scales

The following grading scale is used to determine grades earned in most courses:

- A = 90 - 100%
- B = 80 - 89%
- C = 70 - 79%
- D = 60 - 69%
- F = 59% or less

In Driver Education, the following grading scale is employed.

- A = 92 - 100%
- B = 85 - 91%
- C = 77 - 84%
- D = 70 - 76%
- F = 69% or less

In Special Education, when a student receives a modified curriculum that has been collaboratively developed by Special Education and regular education professional staff and parents, grading criteria are established and stated in the modified curriculum. In the L.I.F.E. Program, authentic assessment and portfolios are used to determine grades. For some Special Education students, Individualized Education Plan (IEP) goals may indicate grading criteria that are different from the grading scales noted above.

Grade Reports and Grading Periods

LTHS informs parents of student grades four times each semester: Grade Status Reports (3 1/2 weeks and 13 weeks), Quarter Grades (9 weeks), and Final Semester Grades (18 weeks). Grade Status Reports are used by teachers through the Infinite Campus parent portal to notify parents if students are not working to their abilities and/or who are not passing classes. Quarter and final semester grading periods are posted on the official school calendar (see page iii of the **Guide**) and in the annual Parent Teacher Council Calendar. Final semester grade reports include 18-week daily grades, final examination grades, weighted and unweighted GPA and class rank, and honor roll designation.

Auditing Courses and Audit Grades

On rare occasions, a student is granted permission to audit a course and receive an audit grade (AS-audit completed satisfactorily; AU-audit completed unsatisfactorily). The school employs a stringent process for recommendation and approval of audit status.

An Audit Student (other than late admittance or transfer):

- Begins and ends the semester without having transferred in or out of LTHS
- Applies to the Principal for audit status prior to the 15th day of a semester
- Meets all course behavioral and academic standards and expectations including but not limited to attend dance, quizzes, tests, final exams, projects, and homework.

Once the audit is approved by the Principal, it cannot be changed after 15 school days. The student will not receive a traditional grade (A, B, C, D, F) or credit. The grade (AS/AU) will not apply toward graduation requirements, weighted/unweighted grade point average (GPA) or class rank.

For information concerning audit status for transfer and late admittance students, please see page 23. Students seeking additional information regarding audit standing should contact their counselor.

Credit/No Credit (CR/NC) Option

LTHS offers a series of courses for credit/no credit (CR/NC). The (CR/NC) option was developed so that students would take advantage of the full, comprehensive high school curriculum at LTHS. In addition, the (CR/NC) option provides an opportunity to take a broader range of courses that students might not otherwise experience. Students should be aware that some colleges may not accept credit/no credit courses which are needed for college entrance. In addition, some colleges change a credit/no credit course on a transcript to the grade of “D” when considering your GPA and coursework for admission. The following conditions apply to all courses designated (CR/NC) by LTHS and to students who elect to take these courses under the (CR/NC) option:

- Students must carry a minimum of five (5) subjects exclusive of Physical Education/Health.
- Students may enroll in only one course for (CR/NC) per semester or per summer term.
- Students electing a course designated (CR/NC) in the **Guide** must turn in a completed application form with parent and counselor approval prior to the **due dates within** each semester and cannot change back to the regular grading system after the decision has been made.
- **Completed applications must be submitted within the first 4 weeks of a semester.**
- An annual course may be selected at the start of its second semester for (CR/NC) even though it was not selected as such for the first semester, provided all conditions are still met. Students selecting both semesters of an annual course as (CR/NC) must apply for each semester separately.
- The procedure for grading students electing courses as (CR/NC) will be the same as for students enrolled under the regular grading system; however, instead of a letter grade, a “credit” (CR) or “no credit” (NC) will be entered on the quarter and semester grade card, transcript, and in the permanent record. Traditional letter grades will be reported on all interim progress reports.
- Students taking courses for the (CR/NC) option must earn grades of C- or higher in order to receive credit for these courses.
- Courses selected by students for (CR/NC) will not be utilized in the computation of GPA (grade point average) or class rank.
- Students who are considering selective colleges should not take college preparatory courses for (CR/NC). Students and parents should consult their counselors in these instances.
- Independent study courses may not be taken as (CR/NC).
- Dance Studies 1, 2, & 3 may be elected for (CR/NC) only if they are taken as a Creative Arts graduation requirement and must be taken in addition to a regular PE course during the same semester.

A list of departments and (CR/NC) course options are listed on the next page. Students and parents should refer to specific course descriptions for (CR/NC) courses. (CR/NC) courses are identified as such in the departmental course descriptions.

Applied TechnologyAll courses **EXCEPT**

- Independent Study
- Industrial & Related Occupations (IRO)
I, II Work Experience
- All Aviation Courses other than AT5156 (Aviation)
- Air Cooled Engine Technology

ArtAll courses **EXCEPT**

- Independent Study

Business EducationAll courses **EXCEPT**

- Networking Systems (Net+)
- Consumer Economics
- Independent Study
- Networking Software Solutions (MCSA)

Family and Consumer SciencesAll courses **EXCEPT**

- Career & Community Partnerships I,
II Work Experience
- Chefs
- Family Health Issues
- Food Science
- Independent Study
- Teaching Internship - Preschool
- Teaching Internship - Elementary 1 & 2

Language ArtsAll elective courses **EXCEPT**

- Independent Study
- Interdisciplinary Workshop (IDW)
- Journalism courses

MusicAll courses **EXCEPT**

- Independent Study

Physical Education and Health

- Dance Studies 1, 2, and 3 (Must be taken in addition to P.E. if taken as CR/NC and/or Creative Arts graduation requirement.)

Social Studies

- Constitutional Law
- Contemporary Issues
- Economics
- Human Geography
- International Business Economics
- Psychology for Life
- Psychology of the Mind
- Sociology

Special Education Services

- Personal/Social Development I-IV

World Languages

- Etymology Prep
(Level III Prep only)

Duplicate Credit Option

LTHS offers a small number of courses which can be taken more than once for full academic credit. Each of these courses, taken at different times, provides an academic experience that is unique and is designed to meet the individual needs/skills of students at a given point in time. Students and parents should refer to specific course descriptions for duplicate courses listed below and discuss these options with their counselors. Duplicate credit option courses are identified as (dc) in the course descriptions. Course selections here are listed by department and by campus availability. Unless otherwise noted, following the course name below, duplicate credit courses may only be taken twice. Courses with a 3+ may be taken 3 or more times. Courses with a 3 or 4 may be taken no more than the number of times indicated.

Alternative Program

- Life Skills 3+
- Work and Careers 3+
- South Campus English
- North Campus English

Applied Arts

- Engineering and Invention 2 (NC)
- Furniture/Cabinet Making II
- Aviation
- Private Pilot Operations

Art

- Studio Art Accel (NC)

Language Arts

- Beginning, Intermediate & Advanced ELL (SC/NC) 3
- Beginning Reading ELL (SC/NC) 3
- Beginning Tutorial ELL (SC/NC) 3
- Intermediate and Advanced Tutorial ELL (SC/NC) 3
- Language Learning Experience (Summer) 3
- Tutorial ELL (SC/NC) 4
- Journalism: Newspaper Production (NC)
- Journalism: Yearbook Production (NC)
- Playwriting (NC)
- Theatre: Acting (SC/NC)
- Theater: Improvisation and Mime (NC)
- Theater: Playwriting (NC)
- Theater: Stagecraft (NC)
- Theater: Stage Lighting & Design (NC)
- LTTV Production (SC/NC)
- TV: LTTV Summer Programming 3+

World Languages

- Spanish for Spanish Speakers (SC/NC)

Music

- Concert Band (SC)
- Concert Choir (NC)
- Concert Orchestra (SC)
- Jazz Ensemble (NC)
- Symphonic Band (NC)
- Symphony Orchestra (NC) 3
- Treble Choir (NC)
- Wind Ensemble (SC/NC) 3

Physical Education

- Dance Studies 3 (NC only) 3+
- Applied Personal Fitness (NC) 3+
- SCUBA

Special Education 3+

- Curriculum Skills Resource (SC/NC)
- Personal/Social Development I-II (SC/NC)
- Social Communication (SC/NC)
- L.I.F.E. Life Skills I (SC)
- L.I.F.E. Life Skills II (SC)
- All other L.I.F.E. courses

Final Exam Exemptions

A. For 2013-2014, students are eligible to be exempt from the semester final examination in one course of his/her choice provided he/she had met all of the following criteria:

1. Earn a grade of C- or better in the class they wish to exempt.
2. No unexcused absences in ANY class.
3. No more than four tardies in ANY class.
4. No disciplinary infractions that result in in-school or out-of-school suspension.

A committee has been formed to review this exemption policy and will present its recommendation to the Board of Education. If a new policy is implemented, the online version of this Guide will reflect the change.

B. Seniors A senior in his/her last semester (or eighth semester, whichever occurs first) of full-time enrollment may be exempt from a final semester examination in a course provided he/she has met all of the following criteria:

1. has achieved a grade of B- or higher on the last day of regularly scheduled classes in that course.
2. has returned all of his/her rental textbook(s) for that course on or before the last day of regularly scheduled classes.

This exemption incentive may be applied to and may be taken for any and all courses in which the student is enrolled provided the student has met the criteria.

Class Rank and GPA

LTHS computes, records, and provides both weighted and unweighted Grade Point Averages (GPA) and Class Rank for all its students on a semester basis. The GPA is the cumulative point total of all letter grades earned (A, B, C, D, F only) divided by the number of semester courses in which grades are attempted. Class Rank is the arrangement of students in order according to their academic performance. Class rank data is captured 10 school days following the submission of teacher grades. Please refer to the **Levels/Ability Grouping** (pp. 12-13) and **Course/Levels & Standards/Expectations** sections (pp. 12-13) of the **Guide** for more information on academic levels. Weighted and unweighted GPA and Class Rank are reported on report cards and transcripts, are cumulative, and represent all final semester grades earned to date.

In computing the **unweighted GPA**, letter grades in all courses are assigned the same numeric values regardless of the academic ability level of each course, i.e., A=4, B=3, C=2, D=1, and F/WF=0. In computing the **weighted GPA**, letter grades in all courses are assigned numeric values based on the academic ability level of each course, i.e., A=6, 5, 4, 3, or 2 depending on the academic ability level; B=5, 4, 3, 2, or 1, etc. Two tables reflecting the unweighted and weighted numeric value for courses are provided below. Course credit transferred to Lyons Township High School from another accredited and approved institution is included when computing and determining GPA and class rank.

WEIGHTED GRADE POINT VALUE TABLE

	I	II	III	IV	V
A	2	3	4	5	6
B	1	2	3	4	5
C	.75	1	2	3	4
D	.5	.5	1	2	3
F	0	0	0	0	0

UNWEIGHTED GRADE POINT VALUE TABLE

	I	II	III	IV	V
A	4	4	4	4	4
B	3	3	3	3	3
C	2	2	2	2	2
D	1	1	1	1	1
F	0	0	0	0	0

The sum total of each of these different values is then divided by the number of courses in which 1/2 (.5) credits are attempted per semester to determine the student's two GPAs. Using the above tables and formula, a student taking 7 -1/2 credit (.5) classes would receive the following unweighted and weighted GPAs.

COURSE	LEVEL	GRADE	UNWEIGHTED VALUE	WEIGHTED VALUE
1	III	A	4.0	4.0
2	III	B	3.0	3.0
3	IV	C	2.0	3.0
4	III	B	3.0	3.0
5	IV	D	1.0	2.0
6	V	B	3.0	5.0
7	III	F or WF	0	0
GPAs			2.28	2.85

Office of Assessment and Research

LTHS maintains an Office of Assessment and Research and employs a coordinator who is responsible for the comprehensive assessment program as well as the collection, analysis, and dissemination of data to promote student achievement. The office organizes and conducts large group and all-school assessment programs as well as prepares summary information for these tests and assists curricular development and instructional effort through assessment analysis. Please contact the Testing Office at 708-579-6762 for information regarding standardized tests and test preparation.

Program Placement To facilitate an effective learning environment, LTHS offers programs which challenge students at an appropriate level of difficulty. Testing is necessary to assess the scholastic aptitude and achievement levels of students in order to provide a basis upon which to recommend student placement to academic departments.

Educational Program Assessment Some testing provides a means for assessing how well students in a particular group are performing. As a result, adjustments in curricular offerings and instructional methods may be made. Testing may also be used to determine progress in attaining school improvement goals.

Growth Measurement By being tested periodically in high school, students can be provided information concerning their academic growth. Areas in need of remediation and areas where improvements have occurred can also be identified. Additional assistance or greater challenges in course selection can be offered to students. The appropriateness of students' academic and post-high school plans can be assessed.

Career Development Students generally participate in at least one interest inventory designed to match their abilities and interests to career opportunities and to assist them in planning an appropriate scholastic program.

Test Preparation The best preparation for doing well on any college entrance exam is a solid foundation of course work which includes four or more years in each of the core subjects. In addition, LTHS offers students the opportunity to enroll in test preparation classes that will help them develop testing strategies and review subject material for those tests. The PSAT prep classes are offered at the start of the fall semester in preparation for the fall national exam. There are several ACT test prep class options available to students. The after-school programs are offered in the fall and winter with after-school or evening classes. LTHS offers an ACT test prep class as part of a junior student's second semester Study Hall period. All test prep classes are taught by high school teachers who have been trained to teach these classes. Registration forms which provide details pertaining to dates, times and costs are available in the Testing Office, Room 128 NC or on the LTHS website (www.lths.net).

College Placement College admissions examinations are often required of students who plan to pursue higher education. The Program at LTHS provides for these requirements.

Testing and Assessment Program

The following tests are given to students entering the school and at the grade levels noted below:

Assessment	Purpose of Assessment	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Optional (O) Mandatory (M)
EXPLORE	Independent assessment of 8th grade student's achievement for initial LTHS Placement recommendation	X					M
PLAN	Assessment of freshmen current levels of achievement in Reading, Math, English and Science includes a predicted ACT score		X				M
PSAT	Used for National Merit Scholarship Competition and predicts SAT scores			X practice only	X		O
Practice ACT	Provides an opportunity for sophomores to experience a real retired ACT (at no charge).			X			M
ACT	College Entrance				X	X	O
SAT Reasoning SAT Subject Tests	College Entrance				X	X	O
Armed Services Vocational Aptitude Battery	An assessment of students' skills as part of military career planning				X	X	O
Prairie State Achievement Exam (PSAE)	Mandatory two days of testing includes the ACT and Illinois State Board of Education tests. REQUIRED FOR HIGH SCHOOL GRADUATION <i>(state no longer offers senior fall retake)</i>				X		M
Advanced Placement (AP)	National exams that assess students' achievement in specific Advanced Placement courses			X	X	X	O
ACCESS for English Language Learners	Placement screening test for English Language Learner students and annual assessment for language proficiency	X	X	X	X	X	M

Honor Roll

Lyons Township High School maintains one honor roll that recognizes the academic achievement of its students.

All grades earned by a student apply toward honor roll determination with the exception of Audit (AS/AU) and Credit/No Credit (CR/NC) courses. Honor roll status is determined using unweighted or weighted GPAs, whichever is higher. Honor roll is determined by using the unweighted or weighted grade point value table for grades earned. To qualify for honor roll status, a student:

1. must obtain a grade point average of 3.125 or higher.
2. cannot receive an F or WF.
3. must be enrolled in at least 4 courses for which he/she received grades of A, B, C, D, or DP.
4. must be enrolled in at least 5 courses, each of which carries .5 credit.

Students enrolled in courses at TCD, Chefs, or the Introduction to Teaching courses may be exempt from 4. The LT honor roll is calculated, awarded and announced four times each year. **Advisory Honor Roll** is posted at the end of first and third quarters and is based on quarter work only, including mid-term examinations. **Semester Honor Roll** is posted at end of first and second semesters and is based on the entire semester work, including final semester examinations and exemptions. Both **Advisory Honor Roll** and **Semester Honor Roll** are submitted to the local media for publication. Summer School grades do not apply to Honor Rolls.

Academic Awards

Lyons Township High School offers a wide array of awards to its students for their academic achievement throughout their high school careers. Each award/honor has specific criteria which students must fulfill in order to be eligible. Some awards/honors require applications while others are based on test scores, class rank, GPA, or other criteria. Students are notified about these awards/honors through a variety of ways including daily announcements, *College Corner*, in Counseling Offices and in the College/Career Center.

The following awards, honors, and/or scholarships have as their basis weighted GPAs and weighted class ranks: Gold L Award, Honor Graduate, Illinois State Scholar, IHSA All-State Academic Team, LTHS local scholarships, National Honor Society, National Merit Scholarship Program, President's Education Award, Robert C. Byrd Scholarships, State of Illinois Merit Recognition Scholarships, Salutatorian and Valedictorian awards.

Lyons Township High School Honors

Academic awards are granted through LTHS for academic achievement. Each of these has specific academic criteria which students must meet in order to be eligible for and to receive the awards. These include the following.

- **Academic Letter Awards:** academic performance over time – honor roll status over six consecutive or eight cumulative quarters.
- **Academic Chevron:** continuing academic performance, 1st Chevron - honor roll status for ten consecutive or twelve cumulative quarters, 2nd Chevron - honor roll status for fourteen consecutive or sixteen cumulative quarters.
- **Gold L Award:** senior award; top 15% of the class as of the end of the seventh semester.
- **Valedictorian/Salutatorian:** recognition given to students whose class ranks are 1st and 2nd respectively as of the end of the seventh semester.

LTHS Division and Department Honors

At the end of each school year, LTHS recognizes outstanding students for their academic performances in and their contributions to departments and divisions.

LTHS Scholarships

LTHS and certain out-of-school individuals and organizations award a number of scholarships to graduating seniors. These have special significance because they are awarded from within the school for academic achievement in and contributions to other school and community related areas. The LT Awards, Honors, and Scholarship Selection Council comprised of faculty and administration selects recipients for these honors.

Local Honors

Many local community groups, agencies, and organizations support LTHS by providing scholarships, awards, and honors to students each year. They represent a commitment to LTHS students and are visible proof that we are a community that cares deeply about its young people. Through school communication, LT makes efforts to publicize the availability of these honors to students, and in appropriate forums to recognize both donor(s) and student recipients.

Athletic and IHSA Academic Awards

Awards are presented to student-athletes and activity students who perform at exceptionally high academic levels and are members of IHSA recognized athletic and activity teams/groups. Athletic-academic awards are also presented to student-athletes through the West Suburban Conference (WSC).

Illinois State Scholar

The Illinois State Scholar Award is based on a combination of test scores and class rank. The Illinois Student Assistance Commission determines both eligibility and recipients for this award. Approximately 10% of the seniors in the state are recipients each year.

National Honors

There are several national honors awarded to LTHS students each year. Included are national academic awards in content areas and the President's Education Award (GPA and national test scores).

Based on performance and eligibility requirements, students are also eligible for induction into the following national academic honor societies of which LTHS is a school member: foreign languages, Thespians, Quill and Scroll, and the National Honor Society.

Based upon their achievement on the *PSAT* taken in the fall of the junior year, students compete in the following categories of the National Merit Competition: National Merit Commended students (top 5% *PSAT* scores nationally); National Merit Semifinalists (top ½ of 1 percent of *PSAT* scores in Illinois); and National Merit Finalists (National Merit Semifinalists who have successfully competed using an application, essay, *SAT* scores, high school grades, and school recommendation).

Annual Academic Recognition Ceremonies

Each year, LTHS recognizes its students for their academic achievement at several major awards ceremonies: monthly Student of the Month breakfasts at each campus, Illinois State Scholar assembly, National Merit recognition evenings, a South Campus Awards Assembly held at the end of May, and the annual Senior Honors Assembly. In all cases, parents are invited and encouraged to attend to show visible support for their students.

The Senior Honors Assembly is held during the day at the end of the year to recognize graduating seniors in front of their peers, parents, and the community. Awards, honors, and scholarships are personally presented to students by the principal and scholarship representatives.

The South Campus Awards Assembly is held in May during the day to recognize outstanding achievement and effort on the parts of freshmen and sophomores. The faculty, staff, and student body are in attendance, and parents are encouraged to attend. Divisions and departments recognize individual students for various achievement, awards, effort, and honors. The school letter "L" is presented annually to sophomores who have achieved honor roll status for six quarters. Each student's name is read while accepting his/her award from the Principal on stage.

Advanced Placement (AP Scholars)

The College Board maintains an academic recognition program for students who excel in AP examinations. AP Scholars are those students who achieve high scores on three, four, five, or eight AP examinations. The following designations apply:

- **AP Scholar:** granted to students who received grades of 3 or higher on three or more AP Exams on full-year courses
- **AP Scholar with Honor:** granted to students who received grades of 3 or higher on four or more AP Exams on full-year courses, with an average exam grade of at least 3.25
- **AP Scholar with Distinction:** granted to students who received grades of 3 or higher on five or more AP Exams on full-year courses, with an average exam grade of at least 3.5
- **AP National Scholar:** granted to students in the U.S. who receive an average grade of 4 or higher on eight or more AP Exams on full-year courses

LT students earning these designations are recognized at the annual Senior Honors Assembly.

National Honor Society

The National Honor Society (NHS) is a national organization established to recognize students who demonstrate excellence in scholarship, leadership, service, and character.

At LTHS, juniors and seniors who rank in the top 20 percent (weighted scale) of their classes are eligible for membership and induction. Qualified candidates are also selected based on character, leadership, and service.

Membership applications are distributed during the third quarter and require students to list demonstrated leadership and service to LTHS and the community. Teachers, coaches, and sponsors are asked to rate and comment on candidates they have had as students, players, and/or club members. The ratings are tallied and candidates are ranked. A selection committee comprised of an assistant principal, counselors, the Director of Student Activities, NHS sponsor(s), and at least one teacher each from North and South campus, review each application. Once selected, a student is invited to be a member at an induction ceremony. With induction, a member assumes certain obligations and must participate in at least half of the chapter's service functions. Examples include sponsoring the annual Thanksgiving luncheon for senior citizens, serving dinner at a local Ronald McDonald House, assisting at numerous school functions or serving as peer tutors.

Members are awarded an honor but are expected to share their talents and excellence in leadership, service, and character with their community and fellow students.

Student Records

Each District 204 student has both a permanent and a temporary record maintained by the Principal (or designee) from the time of the student's initial enrollment until his/her departure. Information about students is collected, maintained, used, disseminated, and retained in accordance with District administrative procedures and state and federal laws. Student records are confidential and are treated as such. They are accessible and released to the professional staff, parent/guardian, student, or other qualified individuals only as permitted by state and federal laws. For more information, please refer to the Student and Parent Handbook.

LTHS complies with the **Illinois Student Records Act** of 1975, Sections 50-2 through 50-4; the State of Illinois' **Freedom of Information Act**; and certain established procedures with regard to retaining or destroying student records and with confidentiality of student information. All student records are considered to be confidential information that is protected under state and federal laws. Records may not be shared or disclosed without prior written consent of the parent/eligible student. Student information may only be shared with other school officials, including teachers with a legitimate educational interest. Additional information is found in the Student and Parent Handbook and in school offices.

Transfer Students

Students transferring into District 204 must complete several important steps before enrolling and beginning classes.

- Transfer students and their parents must contact the appropriate campus associate principal to establish and verify residency.
- All transfer students are tested by the Testing and Assessment Office to determine their appropriate academic course placements.
- Transfer students are ineligible to receive audit grades (AS/AU) during the semester in which they transfer to LTHS.
- LTHS grants credit to transfer students' previous work contingent upon receipt of official transcripts from students' previous schools.
- LTHS reserves the right to assign academic ability level credits to courses on transcripts based on reviews by school personnel. Courses with aca-

demic ability level credits will be assigned LTHS academic ability level credit befitting the parallel structure at LTHS. Courses without academic ability level designations will be reviewed on a case-by-case basis.

- Transfer students must satisfy all State of Illinois high school requirements as specified in **The School Code of Illinois**, and, from the point of initial enrollment through graduation, those requirements specified by LTHS.
- Transfer students and their parents should see their assigned counselors for complete information.
- Students transferring into LTHS after 15 days of the beginning of a school term or semester or who have not attended school for 15 days since leaving their previous schools should review **Transfer Students - Late Admittance to School** below.

Transfer students who hope to participate in interscholastic athletics must follow all Lyons Township High School enrollment procedures before they are eligible to participate in tryouts, practice or competitions of any kind. Each student will need to complete eligibility forms for the Illinois High School Association (IHSA) in order to be eligible to participate on these athletic teams. Please contact the Athletic Office if you are a transfer student who would like to participate in any sports program.

Transfer Students - Late Admittance to School

A student is required to enroll in courses at LTHS if he/she is a transfer student and meets one of the following criteria:

1. transfers to and enrolls in classes at LTHS more than 15 school days after the beginning of the semester and has not attended any school since the beginning of the current semester or the current school year; or
2. transfers to and enrolls in classes at LTHS after the beginning of the semester, and had attended a school since the beginning of the semester but who left that school and did not enroll in the District within 15 school days or less.

Students in both circumstances listed above will be required to audit the classes in which the student enrolls for that semester. They must complete all assignments and examinations prior to the date of enrollment as determined by the teacher of the course and all assignments and examinations subsequent to the date of enrollment.

Students who, in the judgment of their teachers, successfully complete course requirements will be awarded grades, weights, and credits. Those students who do not successfully complete course requirements will receive final grades of NC (no credit) for those courses. The District will not enroll any person over the age of 17 who has dropped out of school and who, because of age and/or lack of credits, cannot attend classes during the normal school year(s) and graduate before or on his/her 21st birthday. (Board Policy 5.03.5)

Alternative Educational Opportunities

LTHS permits students to transfer credits into LTHS to meet its graduation requirements but under strict policies and procedures. A student may transfer a maximum of three (3) credits from among the opportunities listed below to meet LTHS graduation requirements. Students may not enroll in or receive transfer credit(s) for the alternative educational opportunities listed below during their enrollment in the same course(s) during the regular school day. Students may not enroll in or receive transfer credit(s) for the alternative educational opportunities listed below if their 10 period day schedules permit them to be enrolled in those same courses at LTHS during the regular school day. In these instances, students must make choices about required and elective courses to fulfill graduation requirements on time. In addition, pre-approval and credit for the listed alternative educational opportunities is given on a case-by-case basis after consultation with the student's counselor, appropriate division chair, Director of Student Services, and approval by the Principal (or designee) and the Director of Curriculum & Instruction. A student may not transfer credit from a correspondence and/or extension study course in order to graduate prior to the 8th semester of enrollment. Grades and grading scales used by the credit-granting institutions will be the only ones accepted. No attempt will be made to adjust, modify, substitute, or change those given by the credit-granting institution. Students are advised to carefully read the requirements below prior to enrolling in any of these opportunities.

1. Correspondence Courses/Class.com/Extension Study

With prior approval from the Principal (or designee), a student may be granted credit for successful completion of a correspondence course and/or Class.com and/or extension study from a regional or state North Central Association accredited institution. Accreditation is a minimal standard, and students are advised that approval and credit is contingent on a review of correspondence course academic standards and rigor. Successful completion

must be documented with an official transcript from the granting institution. A student may transfer in a maximum of one (1) credit from a correspondence course, Class.com and/or extension study to meet LTHS graduation requirements. These courses are typically tuition-based and require students to work independently. Class.com will be offered only at LT and will be accepted for credit recovery only.

2. College/University Courses

With prior approval from the Principal (or designee) and Director of Curriculum & Instruction, a student may be granted credit for successful completion of a course(s) from an accredited college/university. Successful completion must be documented with an official transcript from the granting institution. A student may transfer a maximum of two (2) Carnegie Units of credit from the college/university to meet LTHS graduation requirements.

3. Adult and Continuing Education Program

A student may be granted credit for successful completion of a course(s) from the LTHS Adult and Continuing Education Program. These include high school completion courses in English and social studies, as well as correspondence courses noted in 1. above. A student may transfer a maximum of one (1) credit from an Adult and Continuing Education Program course to meet LTHS graduation requirements. All courses offered through the Adult and Continuing Education Program are tuition-based and require students to work independently over a semester's time.

4. Other High School Courses

Full-time students who seek to receive and to transfer into LTHS credit(s) earned at other high schools are subject to the same limitations as prescribed in this section. With prior approval from the Principal (or designee), a student may be granted credit for successful completion of courses at other high schools. Accreditation is a minimal standard, and students are advised that approval and credit is contingent on a review of the high school's academic standards, expectations, and rigor. A student may transfer a maximum of one (1) Carnegie Units of credit from another high school, not including summer school, to meet LTHS graduation requirements. LTHS is not responsible for any costs or fees including transportation, textbooks, materials, services, etc., for credits earned at other high schools. Other high school transfer credit as described here does not apply to transfer students.

Independent Study

Independent study provides students with the opportunity for enrichment of learning. Records of successful completion of independent study will be designated on the student's transcript by department and/or course, with the accompanying designation "IS" (independent study). An Independent Study Application and Contract must be completed and signed by the student and approved by his/her parent(s), the supervising teacher, counselor, the division chair, and the Principal (or designee). The Independent Study Contract is an agreement between a teacher and a student to complete a course of study in an approved area of the school curriculum.

For courses listed in the **Guide**, IS is taken only at the levels indicated. IS taken for courses of study not published in the **Guide** must receive recommendations by teachers and approvals by division chairs and the principal (or designee). Students pursuing such IS credit are expected to pursue a rigorous course of study above and beyond that demanded in a Level III course, with content that challenges their intellectual abilities and requires learning concepts at significantly higher cognitive and affective levels. Standards and expectations for the level at which the IS is approved and taken must be met by the student and evaluated by the teacher.

Conditions

A student may enroll in coursework through an IS if all the following guidelines are met:

1. A teacher is willing to supervise the IS student on a regularly scheduled basis and be responsible for validating that LTHS Standards and Expectations for the course and level have been met.
2. The course is not being offered during the current school year or a scheduling conflict exists that prevents the student from taking the course in a normal school schedule.
3. The student wishes to complete a prescribed program of study that goes beyond that offered in the normal school curriculum.
4. The course is not a required course for graduation.
5. The course may not be taken for credit/no credit.
6. The course is not taken as an 8th course/class.

Procedures

1. A student must obtain an Application for Independent Study Credit from the teacher and/or division office.
2. The application form must be completed in full (including parent signatures verifying approval) and signed by the supervising teacher and counselor.
3. The completed Application and the completed Independent Study Contract are given to the division chair. When approved and signed by the division chair, the Application and Contract are forwarded

to the Principal (or designee) for approval and processing. A student's schedule will not be changed and will not reflect an IS course until all counselor conditions have been met and the Contract has been approved by all signatories.

4. Prior to approval and signature, the division chair will conduct an interview with the student and the supervising teacher, which will include the following:
 - a. a review of the student's work (samples) or other materials, which provide evidence of the student's ability to complete work on an independent study basis
 - b. a presentation of the evaluation procedure to be employed by the supervising teacher
 - c. preparation of an evaluation form to be presented at the end of the IS
 - d. recommended academic level of credit.
5. Applications for IS credit must be completed and submitted according to the following schedule:
 - a. applications for annual or fall semester only must be approved and submitted by May 1 of the previous semester
 - b. applications for spring semester only must be approved and submitted by December 1 of the previous semester
 - c. applications for summer must be approved and submitted by March 1 of the previous semester.
6. Because a student may not take IS as an 8th course, a student will be assigned to a study hall for the IS (7th class). In addition, IS will also be reflected on the student's schedule but without a period adjustment.

Independent Study is available in each academic area; however, it is not posted in the departmental areas of the **Guide**. Students interested and eligible for an IS must begin the process with a supervising teacher.

RTI/Special Education Services/504 Response to Intervention (RtI)

Changes in federal and state laws have directed schools to focus more on helping all children learn by addressing problems earlier within the general education setting. This new process of providing interventions to students who are at risk for academic or behavioral problems is called Response to Intervention (RtI).

The RtI process at LTHS involves a problem based review of available data and monitoring of student progress after identifying high-quality interventions matched to student needs. The information gained from the RtI process is used by school personnel and parents to adapt instruction and to make decisions about the student's educational program. Problem-solving teams are called Student Achievement Teams (SAT) at each grade level with the assistant principal, grade level social worker, counselors, school psychologist and /or special education coordinators in attendance. Information is shared and teachers submit information to provide interventions within the general education program

RtI plans are only for students who are not currently receiving Special Education Services through an Individual Education Plan (IEP) or Section 504 Accommodations Plan. The student and his parents will work with the SAT team to identify strengths and possible areas of for educational interventions through the Response to Intervention process.

Special Education Services

The Special Education Services program at LTHS includes a broad continuum of specialized services ranging from supports in the general education classroom to special education instructional classes. The program serves students who have been identified as having one or more of the following characteristics or conditions: speech and language impairment, learning disability, behavior emotional disorder, physical impairment, visual impairment, hearing impairment, mental impairment, multiple impairments, autism, and/or traumatic brain injury.

LTHS actively seeks out and attempts to identify all students with disabilities who reside in the District. Teachers, counselors, and other professional personnel may refer for screening those students who exhibit characteristics/conditions which interfere with educational progress and/or adjustment to the educational setting. Any parent, guardian, and/or student may also request that a student be screened for a disability. Requests for a domain meeting should be made to the student's counselor. At the time of domain meeting, it will be determined if the school should complete a case study evaluation. All private evaluations are considered in light of the school's case study. The need for special education services will be determined at a multidisciplinary conference following a case study evaluation.

Depending on a student's Individual Education Plan (IEP), modifications and/or supports for students may be provided in general education classes and/or special

education instructional classes. Additionally, depending on the IEP, a student may be encouraged to and may access the broad range of courses available throughout the general education curriculum at LTHS.

Section 504 of Rehabilitation Act of 1973 American Disabilities Act

Students who qualify for Section 504 accommodations have a physical or mental impairment which substantially limits one or more life activities, such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working, do not have a disability under the individuals with Disabilities Act (IDEA), or do not need special education services. Information is reviewed by the SAT team to identify reasonable accommodations. The counselor monitors and informs teachers of the accommodations for the Section 504 Plan.

Summer Programs

LTHS offers a wide variety of programs each summer for incoming and current students. These range from recreational/activity programs and non-credit workshops to required, credit courses. All summer programs are tuition-based, unless otherwise advertised. Students must provide their own transportation to and from summer programs. The Program is designed to help students make-up credits, accelerate their academic progress, enrich their high school experiences, provide opportunities for developing healthy life-styles and/or pursue vocational interests. Summer Academic Programs are an extension of the most recent and previous school term/year.

Information about the **Summer Academic Program** may be found in the **Guide** beginning on p. 177. Information about the **Summer Activity Program** will be mailed to residents of LTHS District 204 in February. Both programs can be accessed and registration should be completed at www.lths.net.

Pre-High School Credit

LTHS grants incoming freshmen high school credit for selected courses taken at a Township middle school or at LTHS prior to enrollment as a high school student. This is possible due to articulation efforts between LTHS and each Township associate district. Students and parents of incoming freshmen should consult their elementary school principals and/or district offices for specific information concerning their articulated agreements with LTHS. **Only students from schools within Lyons Township and with whom LTHS maintains articulated agreements will receive pre-high school credit.**

Articulated courses are found in the World Language and Mathematics departments only. Students and parents should review the requirements and information under the respective departmental sections in the **Guide**. By state law, any math course accepted by LTHS for pre-high school credit does not count towards the state graduation requirement of 3 years of mathematics. If students and parents have questions regarding pre-high school credit during the registration process, they should contact the respective division chairs.

In addition, there are rare occasions when pre-high school credit may be gained prior to 9th grade in advanced mathematics or in world language courses. In these instances, middle school students and parents begin the pre-high school enrollment process through their middle school principals' offices. A Pre-High School Student Enrollment Form must be completed and approved by the respective Division Chair for these situations.

Network and Internet Use Policy

The goal of LTHS “. . . is to include the Network in the District's instructional program in order to promote educational excellence by facilitating resource sharing, innovation, and communication.” (Board Policy 6.21) The use of the Network and Internet shall be consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, abilities, and developmental levels of students. The use of the Network and Internet comply with the selection criteria for instructional materials and library/media materials and is in support of education and/or research.

The use of the Network/Internet is a privilege, and general rules for its use, behavior of the student using it, and communications apply. The District's *Student and Parent/Guardian Network Access Agreement Form* outlines the appropriate uses, ethics, and protocols for Network/Internet use by students and staff. Each student and his/her parent(s)/guardian(s) must read and sign the *Agreement Form* indicating understanding and acceptance of the District's policies, procedures, and uses prior to student use. Students and parents should contact the Principal's Office or the Director of Technology for more information. A copy of the *Agreement Form* can be found on p.179 of the **Guide**.

Academic Honesty

Lyons Township High School is committed to providing students with ample opportunities to practice and improve their learning. To this aim, the assignments given to students by the classroom teacher are designed to

give each student an opportunity to demonstrate what he/she knows and is able to do. In the writing process in particular, much time and effort is given to nurturing a student's ideas and interpretations. Cheating and Plagiarism are diametrically opposed to the fundamental goals of all of our courses. To that end, students should consider all work assigned to an individual unless the teacher specifies it differently.

Cheating is an attempt through or collusion to gain unfair advantage for a student which undermines learning, the primary focus of our school. Cheating always involves the loss of academic integrity and inhibits the student's opportunity to learn. Therefore, any student involved in cheating will be subject to corrective action.

Plagiarism is the act of taking, in part or in whole, someone else's original ideas without appropriately crediting the source and presenting them as one's own. The ideas may be presented in written, visual, auditory, computational, electronic, or other forms. Plagiarism, like other kinds of cheating, sacrifices academic integrity. Students who plagiarize will be subject not only to corrective action, but also to possible legal consequences.

Due Process: All divisions will follow the Disciplinary Procedures Relating to Cheating and Plagiarism in the Student handbook. If, during the process of setting up a conference to remediate the behavior, a teacher finds another instance of plagiarism prior to the completion of the steps outlined in the policy, the student will be subject to the consequence of the next offense as well.

LTHS procedures reflect the district-wide commitment to honesty, integrity, and the first class principle “we are responsible and accountable for our actions.” All violations of the plagiarism and cheating procedure are **cumulative** throughout the duration of the high school experience at LTHS. Please refer to the Student Handbook for specific consequences.

Instructional Materials and Textbooks

The LTHS Board of Education adopts all required textbooks used in its curricular and instructional programs. New titles are adopted annually at the regular Board of Education meeting after a 30 day review period. In addition, the Board has established procedures for the selection and use of textbooks and other, supplemental instructional materials and summer reading. Inspection of, objections to, and complaints about instructional textbooks and materials may be made in accordance with procedures outlined by the District. These are

available by contacting the Principal's office, the Curriculum and Instruction office, or the Superintendent's office.

The purpose of any instructional material (print, non-print, or classroom assignment) is to provide quality learning experiences for students. The following objectives have been established by the Board in the selection of all instructional materials:

- to provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, maturity, and development level of the students served
- to provide materials that will stimulate growth in knowledge, literary appreciation, aesthetic values, and ethical standards
- to provide background information that will enable students to make intelligent judgments in their daily lives
- to provide materials on opposing sides of controversial issues so that students may develop the practice of critical thinking and critical analysis of all media
- to provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage and its role in the modern world
- to place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality to assure a comprehensive collection appropriate for the users of texts and supplementary materials
- to provide access to a current, balanced collection of reference materials, periodicals, and audio-visual materials, which depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society
- to provide materials that are appropriate to the objectives of a course/lesson.

Textbook and Course Fees

LTHS has a District Rental Plan for textbooks and instructional materials. Students pay a flat \$75 Textbook Rental Fee, and in most cases, the District provides course textbooks and instructional materials for this fee. Several courses within a student's schedule may require his/her purchase of consumable items in addition to the Textbook Rental Fee. These consumable items vary widely in cost. Students receive and/or purchase their textbooks and materials at the beginning of each school term. District Rental Textbooks/Materials are returned to the school at the end of semester or annual courses, while consumable items for which the student paid remain his/hers to keep. Some lab courses have fees in addition to textbook/instructional material costs. In

many instances, these are noted within course descriptions. Costs for courses taken at the Technology Center of DuPage (TCD) are noted within each of its courses.

Calculators are a required component of all mathematics courses and are a natural part of many science courses. All incoming freshmen are required to have calculators. As a result, LTHS offers to incoming freshmen students only the opportunity to purchase its recommended calculators during freshmen processing and before each school day the first two weeks of classes. Please refer to p. 108 of the **Guide** for additional information.

Students may be eligible for fee waivers from course and textbook costs. Fee waivers are processed through the Assistant Principal's Office at each campus. Students and their parents should contact the appropriate office for additional information.

Technology Center of DuPage (TCD)

LTHS is a member of a career education consortium with other DuPage County districts for the benefit of junior and senior students. TCD is located in Addison, IL. It provides capstone training in a limited number of program areas: Building and Machining, Business, Communications, Health Services, Marketing, Mechanical, Personal Services, and Technical. The typical TCD student spends a morning (periods 1-5) at TCD taking courses that earn him/her 1.5 credits per semester or 3.0 credits per year. Interested students should review TCD information under the departmental/divisional section on p.184 of the **Guide** and consult with their counselors for additional assistance and applications.

Career Information

All students participate in a career guidance curriculum in which they are provided the beginnings of on-line Career Planning. This is built upon throughout a student's four year high school experience at LTHS. Career Planning includes but is not limited to a career assessment, *Four Year Academic Plan* (p. v of the **Guide**), personal resume, and summaries of internship and career speaker experiences. Most departments have identified specific career paths/professions for which they prepare students, and may be found under each departmental section in the **Guide**. They reflect the need for students to develop a wide range of skills, in-depth knowledge, and the ability to be flexible and adaptable in a rapidly changing world.

LTHS & COLLEGE/UNIVERSITY ARTICULATED AND DUAL/CONCURRENT CREDIT

An increasing number of the courses offered at LT allow for students to earn credit in a variety of ways through local and national colleges and universities. The two ways students may earn college credit while taking classes at LT are articulated credit and dual or concurrent credit. Check the **Academic Program Guide** online for up-to-date articulation agreements.

Articulated Credit is generally awarded by a college or university upon successful completion of an LT course. In order to receive articulated credit, the student must enroll at the college or university that will grant the credit, usually within two years of high school graduation, and petition for the credit to be recognized. Once accepted, the course taken at LT will be listed on the transcript as qualifying articulated credit. The grade earned at LT is not included and the course is not factored into the college or university GPA. Often, articulated credit will serve as a prerequisite so students may enroll in a higher-level course. The College of DuPage (COD) also allows for articulated credit by examination, through independent study or special projects, and through a COD instructor. For more information about articulated credit at COD, please visit the College/Career Office or the Guidance Office.

Dual Credit or Concurrent Credit is awarded by a college or university in addition to the credit earned at LT. In order to receive dual credit, a student must complete a course at LT that has been recognized by the college or university as meeting the curricular standards of the college course. As part of the registration of the LT course, students will also register with the college or university granting dual credit. The grade earned in the LT course will also be listed on the college or university transcript. Transcribed grades may then be forwarded from the college/university granting dual credit to any subsequent college or university. In some states, dual credit is not synonymous with concurrent credit, although for LT student purposes, we may consider them as one and the same. LT offers Dual Credit through COD and Concurrent Credit through Embry Riddle Aeronautical University (ERAU).

LTHS Course	Qualifying Grade	College/ University	Course	Credit
ARTICULATED CREDIT:				
Automotive Technology	B	Triton College	Intro. to Automotive Technology (AUT 112)	3
Photography	B	COD	Photography 1100	3
DUAL or CONCURRENT CREDIT:				
Teaching Internship: Elementary 1 & 2		COD	Education 1110 (Introduction to Education)	3
Principles of Aeronautical Science		ERAU	ERAU AS120 Principles of Aeronautical Science	3
Private Pilot Operations		ERAU	ERAU AS121 Private Pilot Operations	5

Core Computer Standards for New Students

Knowledge	Information Processing Skills	Research and Internet Skills
<p>I. Appropriateness of application(s) to fit project/purpose (i.e., linear v. non-linear)</p> <p>II. Technology terminology/concepts</p> <ol style="list-style-type: none"> Internet networking file systems basic equipment of hardware/software <p>III. Ethics (copyright, plagiarism, citations)</p> <p>IV. School policy (purpose, consequences)</p> <p>V. Imaging - equipment</p> <p>VI. Selection of Sources</p> <ol style="list-style-type: none"> credibility timelines <p>VII. File/folder management</p> <ol style="list-style-type: none"> organization naming creation/deletion <p>VIII. Information (in any form) processing</p> <ol style="list-style-type: none"> retrieval storage digitizing transforming scanning file format 	<p><i>GENERAL</i></p> <p>I. Folder and File Management</p> <ol style="list-style-type: none"> organize files and folders retrieve files and folders store files and folders name files and folders create/delete files and folders <p>II. Imaging</p> <ol style="list-style-type: none"> manipulate images create images digitize images transform images differentiate file format <p><i>BASIC OPERATIONS</i></p> <p>I. Keyboarding</p> <ol style="list-style-type: none"> type 20 words per minute 3 errors or less with use of backspace exposure to home row technique 	<p><i>GENERAL</i></p> <ol style="list-style-type: none"> use a variety of search engines find credible sources and distinguish same properly cite sources use a variety of CD-ROMs contact webmaster for permission use key words in searches have familiarity with Boolean operators <p><i>BASIC OPERATIONS</i></p> <ol style="list-style-type: none"> download multimedia (e.g., pictures, sounds, movies) open and properly close a web-browsing application open a URL open a hyperlink or image link and return to original page

Core Computer Standards for New Students

Word Processing Skills	Spreadsheet Skills	Presentation Skills
<p>GENERAL</p> <ol style="list-style-type: none"> open word processing software (Microsoft Word) locate and open an existing document, make modifications, and save the document create a new document, name the document and save it to a USB drive, hard drive, and/or network use help functions properly close the application <p>BASIC OPERATIONS</p> <ol style="list-style-type: none"> insert words and sentences into a document delete text use the Undo command insert page breaks into a document change margins use spell check use thesaurus use cut, copy and paste features use print preview print a document <p>FORMATTING</p> <ol style="list-style-type: none"> use Bold, Italic and Underline change font types and sizes change line spacing change horizontal alignment of text 	<p>GENERAL</p> <ol style="list-style-type: none"> open spreadsheet software (Microsoft Excel) locate and open an existing document, make modifications, and save the document create a new document, name the document and save it to a USB drive, hard drive, and/or network use the help functions properly close the application identify different types of cursors and their functions <p>BASIC OPERATIONS</p> <ol style="list-style-type: none"> insert text into a cell change cell style and color insert simple formulas into a cell ("=1 + 5" or "B1 + B5") cut, copy and paste between cells use the Undo command use simple cell formatting (currency formatting, date formatting) delete cell contents insert and delete rows and columns modify column width and row height understand simple cell referencing use spell check in a spreadsheet use print preview print a document <p>FORMATTING</p> <ol style="list-style-type: none"> use Bold, Italic and Underline change font types and sizes change line spacing change alignment of text make a table make a graph 	<p>GENERAL</p> <ol style="list-style-type: none"> open presentation software (PowerPoint/HyperStudio) locate and open an existing document, make modifications, and save the document create a new document, name the document and save it to a USB drive, hard drive, and/or network use the help functions properly close the application use the Undo command use spell check use effective layout and design techniques use as a visual display <p>BASIC OPERATIONS</p> <ol style="list-style-type: none"> add text and text boxes to slides incorporate animation into a slide use sounds with animations import multimedia file from another source (e. g., CD ROM, Internet, network, etc.) <p>FORMATTING</p> <ol style="list-style-type: none"> add background color/scheme modify or replace theme change font types, sizes, and colors use Bold, Italic and Underline change line spacing change alignment of text use transitions and builds

Capstone Courses

A capstone course is a final course in a well-defined, multi-year course sequence within a department. While capstone courses are reviewed by the Administration and the Board of Education and given special consideration with regard to enrollment, LTHS does not guarantee the delivery of capstone course offerings regardless of their enrollments. The list of capstone courses below is by division and department.

Applied Arts

Applied Technology

- Architectural Drafting
- Private Pilot Operations
- 3D CAD

Family and Consumer Sciences

- Advanced Foods
- Career and Community Partnerships II
- Chefs II
- Teaching Internship-Preschool Option
- Teaching Internship-Elementary Option

Fine Arts

Art

- Ceramics Advanced
- Drawing and Painting Advanced
- Studio Art Accel
- Studio Art AP

Music

- Concert Choir
- Symphonic Band
- Varsity Choir
- Symphonic Orchestra
- Treble Choir
- Wind Ensemble
- Sinfonietta

World Languages

- French Language (Prep/Accel)
- Advanced French Communication
- French Language AP
- German Language (Prep/Accel)
- German Communication (Prep/Accel)
- German Language & Culture AP
- Italian IV Accel
- Italian Language & Culture AP
- Latin Prose (Accel)
- Latin Poetry (Accel)
- Latin: Vergil AP
- Spanish Language Accel
- Advanced Spanish Communication
- Spanish Language AP

Global Studies

- Networking Software Solutions (MCSA)

Language Arts

English

- Journalism: Newspaper Production
- English IV (Prep): all courses
- English IV (Accel): all courses
- English IV Literature & Composition AP

Math/Science

Mathematics

- Calculus BC AP
- Calculus AB AP
- Trig/PreCalculus (Accel)
- Trigonometry

Science

- Biology AP*
- Chemistry AP*
- Environmental Science AP*
- Physics C AP*
- Astronomy*
- Organic Chemistry*
- Human Anatomy and Physiology*

* At least one of these courses is needed to complete a four-year science program.

Physical Education/Health

- Dance Studies 3
- Applied Personal Fitness

Technology Center of DuPage (TCD)

- All programs/courses. (Programs and courses are available through TCD procedures, but they are considered capstone courses at LT.)

Course Titles and Numbers

The **Academic Program Guide** contains information for each course offered at LTHS. Information such as levels, grades offered, credits, course numbers, prerequisites, and course descriptions are included. The following should assist students and parents in understanding course information:

- Roman numerals are used to designate annual courses that are in sequence. "I" represents an annual first course, "II" represents an annual second course, etc. Latin I and Latin II are examples of annual sequence courses.
- Arabic numerals are used to designate semester courses that are in sequence. "1" represents a first semester course and "2" represents the next semester course in sequence, etc. CIW Web Development 1 & 2 are examples of semester sequence courses.
- In all other cases, descriptive course titles such as Biology (Prep) and Biology AP (Advanced Placement) are used.
- After each course title, specific information about the course is listed as follows: credit (1/2, 1, etc.); academic ability level(s) (I, II, III, IV, or V); grade offered (9, 10, 11, and/or 12); term offered fall, spring, and/or annual; course number; and prerequisites (courses, approval, etc.). Also, where applicable, notations for credit/no credit courses (CR/NC) and duplicate credit courses (dc) appear next to credit.

Students and parent(s) should carefully review these as academic programs are developed and as registration for the following semester and year are completed. Course descriptions begin on p. 44 of the **Guide**.

Lyons Township High School District 204 Homework Guidelines

Homework Philosophy

Homework is a valuable learning activity performed outside of the classroom that contributes to student achievement and is an essential part of the educational process. It enhances learning by providing opportunities for practice, enrichment, and extension of classroom learning. The assignment of homework is given by the teacher and completed by the student in order to reinforce skills and/or knowledge presented during classroom instruction and is used to assess student achievement. Students at LTHS are expected to be assigned and to complete purposeful homework on a regular and timely basis. By completing homework, students develop mastery by applying what they have learned; acquire effective habits of self-discipline and time management; learn to work independently and in groups; gain a sense of personal responsibility for learning; and develop research skills such as locating, organizing, and condensing information.

Responsibilities

Homework is a shared responsibility among the teacher, student and parents to encourage, provide and create an environment conducive to learning.

Teachers will...

- ◆ assign homework that:
 - is realistic in length, duration and difficulty.
 - extends and/or reinforces learning.
 - students have the necessary resources to complete.
 - is meaningful and purposeful.
 - corresponds to course content.
 - targets students' needs, learning styles, and abilities through a wide variety of activities.
 - represents a variety of levels of understanding.
 - allows for flexibility in its completion to accommodate individual circumstances at the teacher's discretion and without sacrificing the integrity of the assignment.
 - complies with the Academic Ability Levels – Standards and Expectations as outlined in the **Academic Program Guide**.
- ◆ provide:
 - clear explanations about what is expected.
 - sufficient time for completion of assignments.
 - feedback by checking and/or grading the assignment.
- ◆ return homework in a timely manner.
- ◆ never use homework as punishment.
- ◆ communicate with both students and parents regarding any on-going homework concerns.

Students will...

- be responsible for completing their assigned homework (including make-up assignments).
- take responsibility for their learning by seeking additional help when needed.
- exhibit academic honesty when completing homework assignments.
- communicate with both teacher and parents regarding any on-going homework concerns.

Parents will...

- monitor homework completion.
- provide an environment conducive to studying.
- offer guidance, not answers.
- communicate with both teacher and student regarding any on-going homework concerns.

Student Services

Ms. Donna Bredrup, Division Chair

TEL: (708) 579-6433

FAX: (708) 579-6439

EMAIL: dbredrup@lths.net

Student Services Department Mission Statement

The Student Services Department of Lyons Township High School believes that student services are an integral part of the total school's educational program. We believe that an effective program of student services is instructional in nature and includes developmental activities organized and implemented by student services personnel in collaboration with teachers, administrators, parents/guardians, and students.

An emphasis on the developmental/preventive processes of student services has led to the creation of a comprehensive guidance curriculum. Effective programs and activities are delivered by counselors, social workers, and school health personnel through the following major services:

- **Informational Service, for academics and post high school**
- **Counseling Service, for personal, social development planning**
- **Consultation Service, for home and school integration**
- **Coordination Service, for home, school, and community interactions**

The Student Services curriculum, programs, and activities at Lyons Township High School are designed to address the needs of all students by assisting them to make individually appropriate choices which promote healthy intellectual, emotional, and physical development. We believe that these programs and activities strengthen and encourage the development and clarification of the student's personal sense of uniqueness. The Student Services curriculum, programs, and activities are enhanced through continuing student and alumni assessments and ongoing professional development endeavors that are reflective of current research and practice in this field.

By pursuing this mission, we believe Student Services makes meaningful contributions to the attainment of personal and academic student success at Lyons Township High School.

Did You Know?

- ...Incoming Freshman Parents can find information about the Explore Test at ACTstudent.org/Explore.
- ...Going to lths.net, clicking on Student Services, then College and Career Resources, you can find career and college links.
- ...LTHS offers test prep classes. ACT.org also offers test prep activities on-line.
- ...You can go to planstudent.org for additional career information after freshmen & sophomores receive their PLAN test results.
- ...LTHS has a Student Intervention Team to provide information and referrals about substance abuse concerns.

Student Services Department Standards

Delivery of Student Services

The Student Services professional staff will...

- A. *coordinate all student services to ensure effectiveness*
- B. *emphasize the developmental, preventive, and educational characteristics of student services*
- C. *assess appropriate community resources and integrate them among existing student services*
- D. *utilize needs assessment measures as a component of a comprehensive and effective program*
- E. *emphasize evaluation as a critical component of a student services program and*
- F. *establish identification and utilization of internal resources as critical elements of an effective student services program*

School Counseling Service

The counseling staff will...

Academic Development

- A. assist students to acquire the attitudes, knowledge, and skills that contribute to effective learning in school and throughout their life spans
- B. assist students to complete school with the academic preparation essential to choose from a wide range of post-secondary options
- C. assist students to understand the relationship of academics to their future

Career Development

- A. assist students to acquire the skills to investigate career choices in relation to self-knowledge and current job trends
- B. assist students to understand the relationship between personal qualities, educational and training opportunities, and careers
- C. assist students to learn decision-making strategies for future career choices

Personal/Social Development

- A. assist students to acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others
- B. assist students to make decisions, set goals, and take necessary action to achieve goals
- C. assist students to apply effective problem-solving and conflict resolution skills to make safe and healthy choices

Top 3 Hot Careers not requiring a 4-year degree are
Registered Nurse, Customer Service Rep and Sales Rep.

Top 3 Jobs requiring a College degree are General &
Operations Managers, Teachers, and Accountants.

careervoyages.gov

School Social Work Service

Social workers will...

Direct Services

- A. evaluate student need for social work service and make recommendations as appropriate
- B. provide both short-term and long-term individual casework to both regular and special education students
- C. provide group work services to both regular and special education students
- D. provide crisis intervention to students, parents, and staff

Cooperative Services

- A. participate in conferences with teaching staff, parents, and other school specialists including counselors, school psychologists, school nurses, and school administrators
- B. coordinate and participate in multi-disciplinary staffings
- C. participate in the evaluation of students for special education placement, make recommendations as appropriate, and conduct social developmental studies
- D. provide supportive services to parents/guardians and families
- E. supervise social work interns
- F. consult with classroom teachers, counseling staff, paraprofessionals, and school administrators regarding student needs
- G. collaborate with school personnel in utilizing and providing in-school support programs for individual students

School-Community Relations Services

- A. serve as a liaison between school personnel, families, and community agencies
 - B. aid in the identification of students needing community-based, preventive social services
 - C. consult with community representatives in the identification, development, and delivery of appropriate support services
 - D. collaborate with community agencies in planning and delivery of crisis intervention services
 - E. collaborate with community agencies in planning and delivering intermediate and long-term support services
-

School Health Service

The nursing staff will...

Standards of Care

- A. collect and analyze client data to assist in determining a plan of care/action utilizing current research
- B. assist in implementing the interventions identified in the plan of care/action and evaluate client outcomes

Standards of Professional Performance

- A. systematically evaluate the quality and effectiveness of school nursing practice
- B. acquire and maintain current knowledge and competency in school nursing practice
- C. collaborate with the student, family, school staff, administration, and health care providers in providing student care
- D. assist families, school staff, and administration to achieve optimal levels of wellness through appropriately designed and delivered health education

- Student Services at LTHS include the following programs and services.
- Student Assistance Program

Counseling Services Each student at LT is assigned to a counselor on an alphabetical basis. There are three counselors at each grade level, and these counselors move to subsequent grade levels along with their assigned students. Counselors assist students with adjustment to the high school environment, personal and social decision-making, academic program development, and career and post-high school planning. Counselors offer both group and individual counseling services and provide all students with a planned, sequential four-year guidance curriculum through their academic class structure. Grade level Student Achievement Teams (S.A.T.) consisting of counselors, social worker, assistant principal, nurse, and psychologist meet weekly to review student progress and coordinate/recommend support services. There are also student support counselors at each campus. The SAT provides progress monitoring for Response to Intervention.

All students are exposed to a four-year sequence of group guidance activities characterized by the following themes: Self Awareness, Career Awareness, Career Exploration, Career Planning, and Placement. Counselor activities support state social-emotional learning standards.

Social Work Services School social workers play an important role in the delivery of a comprehensive program of Student Services to the LTHS student and parent community. The goal of social work services is to help students become aware of and manage their emotional lives in order to facilitate the learning process. LT's school social workers strive to meet this goal by providing

- individual and group counseling
- crisis management services
- classroom and parent presentations
- assessments for special education services
- faculty, staff, and parent consultation

The areas of attention and issues addressed by LT's social workers include the following: developing reflecting skills, self-advocacy, interpersonal relationships, group relationships, responsibility and decision-making, wellness, adolescent development, and life transitions.

LT social workers are also involved in prevention programs in the mainstream of our educational program. Social workers help facilitate such leadership programs as Peer Leaders, and minority student achievement programs groups. Our social workers are responsible for directing our grade level Student Achievement Teams, which are composed of counselors, nurses, and administrators, who meet on a weekly basis to address student needs. In addition, LT's social work staff provides consultation to parents and teachers as well as referral

to community mental health personnel in the areas of problem-solving, communication skills, and leadership development.

Parents who have specific concerns may make direct contact with school social workers through the Student Services office at both campuses. School personnel and students may also request services as needed and appropriate.

College/Career Center LTHS provides a comprehensive college and career planning service supervised and coordinated by the College/Career Coordinator. The College/Career Center is available for student use at North Campus providing student access to many up-to-date resources, both print and electronic, useful in planning and researching post-high school career and educational experiences. The College/Career Center also arranges for college admissions representatives and career speakers to visit LTHS to speak to interested students.

Classroom teachers are encouraged to bring in career speakers to speak to students about a variety of careers. Counselors encourage student career exploration through the group guidance program by identifying ways to use the web for career planning and college searching. Parent programs are presented at all grade levels to assist parents during high school and with the post high school planning process.

Health Services Lyons Township High School maintains a Health Office at each campus, staffed by a full-time school nurse and supported by an on-call physician. This office is responsible for maintaining all student health records, providing basic first aid care for students, and for providing consultation to students and parents regarding health-related issues and concerns. School nurses also conduct hearing and vision screening of all students with special education needs and transfer students entering grades 10-12. Vision screening is only a screening, not a substitute for a professional eye exam.

Student Assistance Program The Student Assistance Program (S.A.P.) provides educational, prevention, and intervention services on an individual and group basis to all students. The S.A.P. is directed by a full-time coordinator and supported by students and teachers. Among other services, the S.A.P. assists the Snowball coordinator with two Operation Snowball weekends each year, a peer mediation program for students, Student Intervention Teams (SIT) at each campus, with Parent University, Alternative to Suspension Program, and Red Ribbon Week activities.

Technology Services

Mr. Edward Tennant, Director of Technology

TEL: NC (708) 579-6473

FAX: (708) 579-6491

EMAIL: etennant@lths.net

Technology Division Philosophy

Lyons Township High School District 204 recognizes that in today's world and for the foreseeable future, technology can be viewed as both a means and an end within an educational setting. As a means, it is a tool to accelerate teaching, learning, and working, enrich our experiences and augment our opportunities. As an end, we must learn how to use various technologies in order for us to be more effective, efficient, and creative, as well as ethical users of technology.

Through technology, Lyons Township High School provides access for students and staff to resources from around the world. Instructional and administrative technologies take students and staff beyond the confines of campuses thereby expanding the reach of the classroom; providing opportunities for enhancing, extending, and rethinking the teaching/learning process; and technology assists in preparing each student to be a technologically responsible and literate citizen.

Instructional Technology

- Technical Support
- 7 Networked Business Labs
- 4 Networked Discovery Center Labs
- 2 Networked Graphic Labs
- 1 Networked Aviation Simulator Lab
- 4 Networked Library Labs
- 1 Networked Vocational Lab
- 25 Networked Science Labs
- 1 Networked Music Lab
- 2 Networked Publications Labs
- Internet access via Illinois Century Network and AT&T Opti-man Service

Administrative Technology

- Networked IBMiSeries (AS/400)
- MS Exchange (email & calendaring)
- Nortel Networks PBX
- Voicemail
- Technical Support
- Student Information System
- Human Resource Information System
- Financial Information System
- VMware Virtualized Data Centers

Standards for Student Learning with Technology

Lyons Township High School has established Standards for Student Learning with Technology through a collaborative process that involved its students, faculty/staff, parents, and the community. These technology standards have been developed in order to set levels of student understanding and proficiency of technology and to provide departments and divisions a guide by which to incorporate technology into their programs, courses, and instruction. There are eight general technology standards, and each standard has additional specific standards which are available upon request. Finally, these standards have been posted in each computer lab within the District's facilities as well as in each classroom.

Standard I	Students will recognize the importance of information to a democratic society.
Standard II	Students will practice ethical behavior with regard to information and information technology.
Standard III	Students will participate effectively in groups to pursue and generate information.
Standard IV	Students will pursue information related to personal interests.
Standard V	Students will access information efficiently and effectively.
Standard VI	Students will evaluate information critically and competently.
Standard VII	Students will use information effectively and creatively.
Standard VIII	Students will use technology to create and deliver information for a variety of audiences and a variety of purposes.

Business Labs

Seven labs with more than 30 computers each are dispersed through the two campuses. The Business labs' computers are used to directly support teaching students the skills necessary to succeed in a computerized world. For example, they are used for keyboarding, accounting business practices, (such as spreadsheets and databases) web development, server and network architecture knowledge. Microsoft Office is the core software tool of the Business Education program.

Graphics Labs

Each campus boasts two labs used for graphics applications. Each lab is used by teachers and students scheduled in art, graphics, design and drafting classes. All have access to the latest graphics tools, such as color printers, plotters, digital cameras, software, and scanners.

Discovery Center Labs

Each campus has two networked labs of 32 computers in its Discovery Center (DC). Each lab is outfitted with color and black and white Laser printers, color scanners, and projectors. The DCs are open to all classes and have very heavy usage. In fact, a visit to any DC may find an English class working on a term paper, while a science class is taking a test on computers, and study hall students research on the Internet. Each DC is staffed with a coordinator that provides support to teachers in planning and delivering lessons using the technology in the lab, as well as a supervisor who assists in the operation of the lab and who assists students. In addition, there is a center area in each DC, outfitted with additional computers, that is reserved for individualized peer tutoring, teacher work, and students from study halls.

Libraries

Each campus has a library with 2 computer labs, as well as non-lab computers for general use. Each library has access to an electronic catalog of all books. They also have access to magazines, newspapers, and other research information on the Internet.

Classroom Computers

In addition to the lab facilities, instructional computers are in every classroom at LT. Classroom computers are used for writing, drawing, as well as applied technology projects by students and staff. They are also used for faculty to present curricular materials and guide learning experiences, as well as to electronically enter grades and attendance records. There are also 25 science labs that focus on physics, biology and chemistry with computers at each lab station.

Administrative Technology

Offices throughout both campuses have access to technology for tracking student and staff information, budgeting, purchasing and payroll. The office computers are networked throughout both campuses to allow for clear lines of communication.

Internet

LTHS has access to the Internet via Illinois Century Network (ICN) and AT&T Opti-man Service. Each campus also has a complex system of main and intermediate distribution wiring centers that provide high speed access to every classroom, lab, and administrative office. The two campuses are connected via redundant links, which consist of one high speed FCC-licensed microwave link and telco-cabled link. This network provides student and staff access to real-time and up-to-the-minute experts, information, pictures, sounds, and news from literally from around the world. Research databases and full text articles are readily available.

LT has a significant web presence. Our website, www.lths.net, contains over 5,000 pages of content that provides information to students, staff, the community, and the world. LT also provides parents with up to date information on their students' progress via Edline, an online web-hosted service.

Extra Help

Some lab facilities are open before and after school hours, so students and staff have an opportunity to use technology when it is most convenient. Some evening hours are also available. Computers are also available in the new Student Tutoring Centers.

Staff Development Program

LT is always looking for new and better ways to ensure that the staff maintains a particular level of technical abilities. Two staff development centers were created to meet this need head on. These labs allow teachers to enhance their technology skills, more deeply embed technology into their curricula and instructional practices, and to experiment with software/hardware. These professional learning labs are supported by seven part-time staff developers / Technology Enriched Curriculum (TEC) coaches.

Academic Support Programs

Lyons Township High School District 204 provides support by offering a wide array of academic programs and services because it recognizes that there are many different types of learners. Alternative programs enhance the traditional academic course offerings, and in many instances, provide real-life experiences for students that supplement work in the classroom. Support programs are those that provide students additional assistance with their academic work.

Alternative Program

Contact: • Ms. Donna Bredrup
Director of Student Services
(707) 579-6433

The Alternative Program will provide students an alternate pathway to success and opportunities for personal, academic and social growth that will lead to earning credits toward graduation.

The Alternative Program is a minimum one semester program designed to help students gain strategies to function successfully in the regular education environment. In addition to a number of core academic course offerings, students participate in a Skills for Success class while enrolled in the Alternative Program. Students who are deficient in credits may access on-line educational courses with the approval of the administration.

The admission process includes application to the Alternative Program and an interview of the prospective student and parents following review of teacher, counselor, social worker, and administrator observations of student academic performance, attendance patterns, and behavioral history.

Skills for Success

Credit: 1 (general elective)	Level: III
Grade Offered: 9, 10	Annual AL0976
	AL0977
11, 12	Annual AL0971
	AL0972
Prerequisite:	Student must be enrolled in the LTHS Alternative Program

The Skills for Success provides Alternative Program students with specific strategies that promote student success in academic and life skills.

Career Ready

Credit 1/2	Level: III
Grade Offered 11, 12	Fall AL0931
	Spring AL0932

Prerequisite: Concurrent enrollment in Skills for Success

This course offers an integrated approach to exploring careers and their skill requirements, building workplace skills using KeyTrain®, and creating life-literacy with such skills as financial awareness, career exploration, resume writing, interviewing skills, and job search skills. Soft skills associated with interpersonal relationships, customer service, and work habits are also developed. A benefit for students who satisfactorily complete the program can lead to a National Career Readiness Certificate (NCRC) which is the national standard in certifying workplace skills. The NCRC is requested by many employers and the Certificate allows individuals to demonstrate their level of skill in the most common skills required for success in the workplace. Have the Certificate provides real credentials to present for high school or post-high school employment and career pursuits. The program incorporates self-paced lessons and instructor-led lessons. Knowledge of interests, abilities, and career clusters can bring focus to a student's post high school plans.

This course is awarded as a practical arts credit.

Inter-Disciplinary Workshop (IDW)

Credit: 1

Grade Offered: 11

Level: III

Annual AL0771

AL0772

- Prerequisite:
- Must be enrolled in at least two of the following: English III (Prep), U.S. History (Prep), American Studies (Prep), a mathematics course, and a science course.
 - Recommendation from previous year's English, math, science, and/or World History teachers.
 - All applicants will be reviewed by the Student Achievement Team to affirm appropriateness of enrollment.

IDW is designed for students who need extra help in order to succeed in English III (Prep), U.S. History (Prep), American Studies (Prep), math, or science courses. It is a skills-building/reinforcing program for students who had success with academic support programs at South Campus, or for those who have academic challenges in core courses such as English, math, science, and social studies. Students in this class are expected to work independently on history, English, math, and/or science assignments, integrated assignments, and ACT preparation. Weekly writing tutorials are also part of the curriculum. Students enrolled in IDW need to demonstrate a willingness to participate in the program and display a constant effort to achieve. An IDW contract must be signed by both students and their parents/guardians prior to participation in this course. IDW is awarded as a general elective credit.

Aeronautics

Aviation
Principles of Aeronautical Science
Careers In Aviation
Introduction to Space Flight
Private Pilot Operations

Architecture

CAD (Drafting)
3D CAD
Architectural CAD

Automotive

Small Engines/Power
Advanced Small Engine Performance
Automotive Service & Diagnostics
Car Care Essentials

Engineering

Engineering and Invention 1
3D CAD
Engineering and Invention 2

Furniture Making

Introduction to Furniture Making
Furniture & Cabinet Making I & II

General Electives

Technology Concepts
Home Maintenance and Repair
Industrial & Related Occupations I & II
Career Internship

TCD Connections

Pre-Architectural/Pre-Engineering
Landscape & Design
Construction Trades
Auto Body Repair & Refinishing
Automotive Technology

Applied Technology

TBD, Division Chair

TEL: SC (708) 579-7439, NC (708) 579-6381

FAX: (708) 579-6726

EMAIL: tbd@lths.net

Applied Arts Division Philosophy

The Applied Arts Division mission is to develop students that are life-long learners through their engagement in the integration and application of multiple curricular areas. The Division offers diverse learning opportunities for all students and prepares students through its 3 departments to make life decisions in education, career, family, leisure, and life skills.

Applied Technology Department Philosophy

The Applied Technology Department empowers the student to understand, utilize, and apply comprehensive technology skills that exist in higher education and the workplace. The department assists the student in the development of teamwork, analytical, and problem solving skills. The development of leadership abilities is present throughout the curriculum. The department fosters creativity, independence, self-reliance, and self-sufficiency through comprehensive, progressive programming.

Programs	South Campus	North Campus
Communications	Technology Concepts CAD (Drafting) Architectural CAD	CAD (Drafting) 3D CAD Architectural CAD
Construction	Introduction to Furniture Making Furniture & Cabinet Making I, II	Home Maintenance & Repair Introduction to Furniture Making Furniture & Cabinet Making I, II
Manufacturing	CAD (Drafting) Engineering & Invention 1	CAD (Drafting) Engineering & Invention 1, 2 3D CAD
Transportation	Small Engines/Power Principles of Aeronautical Science Careers In Aviation Introduction to Space Flight	Car Care Essentials Automotive Service & Diagnostics Introduction to Space Flight Private Pilot Operations
Career Development	Industrial & Related Occupations I, II	

Suggested Course Sequencing (Please read descriptions for content and prerequisites)

Aeronautics	Careers In Aviation - Principles of Aeronautical Science - Introduction to Space Flight Private Pilot Operations
Architecture	CAD (Drafting) - 3D CAD - Architectural CAD
Automotive	Small Engines/Power - Advanced Small Engine Performance - Car Care Essentials - Automotive Service & Diagnostics
Engineering	Engineering and Invention 1 - 3D CAD - Engineering and Invention 2
Furniture Making	Introduction to Furniture Making - Furniture & Cabinet Making I & II
General Electives	Technology Concepts - Home Maintenance and Repair - Industrial & Related Occupations I & II
TCD Connections	Pre-Architectural/Pre-Engineering - Landscape & Design - Construction Trades Auto Body Repair & Refinishing - Automotive Technology

Applied Technology Department Standards

The Applied Technology Department has established standards based on resources gathered from national and state professional organizations in the fields of technology, technology education, engineering, science and math, and career development. There are nine general standards as indicated below. Each general standard is supported by specific student learning standards that are available upon request. Specific course standards have been developed to support the general standards and these are distributed to students at the beginning of each semester, or annual course.

Students within Applied Technology will be able to....

1. select/use appropriate technological instruments/tools and formulas to solve problems, interpret results, and communicate findings.
2. accept opportunities to develop expertise, experience, and emotional intelligence for transferable employability skills in relation to individual, career, and community roles and responsibilities.
3. develop skills, strategies, expertise, experience, and emotional intelligence for career exploration and transferability skills in relation to the career clusters of technology, transportation, communication, and manufacturing.
4. analyze the internal and external factors that influence individual, work teams, and commercial enterprises.
5. develop and apply strategies to manage conflict and stress in individual and team situations.
6. recognize and be able to demonstrate effective verbal and non-verbal communication skills.
7. evaluate decisions in relation to available resources and options.
8. demonstrate leadership skills and abilities reflecting democratic ideals at school, in the workplace, and in the community.
9. promote optimal growth, development, and learning of self, family, community, and others as a life-long activity.

- One asterisk (*) indicates transcribed college credit with Embry-Riddle Aeronautical University.
- Two asterisks (**) indicates articulated credit with College of DuPage.
- Three asterisks (***) indicates dual credit with Lewis University and articulated credit with Triton College.
- All courses listed under Applied Technology apply toward the Practical Arts graduation requirement.
- **Independent Study** Under specific conditions as outlined on p. 25 of the **Guide**, students may make application for Independent Study. In all cases, students must secure parent, teacher, counselor, divisional, and building administration approval. Independent Study may not be taken as an 8th semester/annual course.

AERONAUTICS

ARCHITECTURE

CAD (Drafting)

Credit: 1/2 (cr/nc)	Level: III or IV
Grade Offered: 9, 10	Fall AT5536
	Spring AT5537
11, 12	Fall AT5531
	Spring AT5532

Prerequisite: None

Drafting is a valuable part of our global society. It is sometimes referred to as the "universal language." Drawings and blueprints are used to develop new ideas

and convert those ideas into actual products. This is a beginning course that prepares students with skills for becoming a drafts person, engineer, architect, designer, or any of the numerous professions which use this type of knowledge. Computer Aided Design (CAD) will be used exclusively in this class.

3D CAD

Credit: 1/2 (cr/nc)	Level: IV
Grade offered: 11, 12	Fall AT8531
	Spring AT8532

Prerequisite: CAD (Drafting)

This course will develop visual awareness and cover the basic principles of 3D design utilizing the CAD (Computer Aided Drafting) system. Concepts to be covered are balance, symmetry, repetition, order, variety, uniformity and proportion. Motif and color will be introduced using design elements such as point, line, plane and volume. A sequence of related abstract design problems employing various materials, forming processes, and structural elements will provide the framework for learning these basic principles.

Architectural Drafting (CAD)

Credit: 1 (cr/nc)	Level: IV
Grade Offered: 10	Annual AT9216
	AT9217
11, 12	Annual AT9211
	AT9212

Prerequisite: CAD (Drafting)

This course provides a study of light frame construction techniques and the production of residential construction drawings using a CAD (Computer Aided Drafting) system. The introduction of basic design in this course is intended to hone the students insights and understandings concerning the architectural design of buildings. Understanding of the relationship between the drawings to the presentation of the prototype will be emphasized. The course covers common residential

construction materials, components, and systems as related to wood frame structures. Students will produce a professional set of presentation and construction drawings of a residential structure. Specifications, codes, cost estimates, and architectural office practices are put into application.

After the design drawing is complete the student will create a scaled building as a prototype to present to the customer.

AUTOMOTIVE

Small Engines

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 9, 10	Fall AT6226
	Spring AT6227

Prerequisite: None

Small Engines is the first class that is taken on the road to become a qualified and respected automotive technician. The course introduces the small engine and uses it to demonstrate in depth concepts such as 2 and 4 stroke theory, combustion, thermodynamics, torque, and touches on alternative fuel sources such as air, solar, bio-fuel, E85, electric, and hybrids.

Students will learn diagnostic procedures to resolve common issues and become proficient in the disassembly and reassembly of the 2 and 4 stroke horizontal and vertical small engine.

Car Care Essentials

Credit: 1/2 (cr/nc)	Level: IV
Grade Offered: 11, 12	Fall AT5911
	Spring AT5912

Prerequisite: None

Don't leave home without it! This course will teach the necessary skills in basic car care, preventative maintenance, and road-side safety. Students will learn how to maximize the life of his/her vehicle while saving money and becoming a self-sufficient automotive technician. Students will have the opportunity to work on live vehicle repairs after covering units such as, vehicle history, vehicle ID methods, under hood checks, lubrication and cooling systems, tires, brakes, steering and suspension, purchasing used vehicles, and detailing an automobile. This course is the foundation of the automotive program.



Automotive Service & Diagnostics

Credit: 1 (cr/nc) Level: IV
Grade Offered: 11, 12 Annual AT5311
AT5312
Prerequisite: None

Automotive Technology is the capstone course of the Automotive Program. Special emphasis will be on diagnostic procedures. Students will become proficient using equipment such as scan tools, digital oscilloscopes, emissions gas analyzers, and digital multi-meters. Students will have the opportunity to complete live lab work on a variety of vehicles/manufactures, communicate as a service consultant with the vehicles respective owners, set up appointments, and manage lab teams. Students will disassemble and reassemble a variety of automotive engines and will test them for proper operation. Finally, students will learn skills such as welding, fabrication, and different design techniques to create custom projects such as mini choppers, go-karts, cooler karts and more. The sky is the limit.

Advanced Small Engine Performance

Credit: 1/2 Level: IV
Grade Offered: 10 Fall AT6336
11, 12 Spring AT6337
Fall AT6331
Spring AT6332

Prerequisite: Small Engines/Power

Ever wonder what it would be like to take a small engine and double its horsepower? This class emphasizes the performance aspect of the small engine. Students will perform a detailed analysis of a small engine using a dynamometer to measure its overall performance; including horsepower, torque, intake/exhaust temperatures, timing, air/fuel ratios, and more. Students will then disassemble the small engine and create their own customized racing engine using performance parts like big bore cylinder kits, lightened flywheels, Mikuni carburetors, MSD ignitions, forged piston/rods, cams, and even nitrous (NOS). Then it's back to the dynamometer where students will retest their new performance engine. Students will then return the engine to its original form and test for proper operation.

ENGINEERING

Engineering and Invention 1

Credit: 1/2 (cr/nc) Level: III or IV
Grade Offered: 9, 10 Fall AT5546
11,12 Spring AT5547
Fall AT5541
Spring AT5542
Prerequisite: None

This course is a study of the basic engineering principles of mechanics and strength of materials relating to the design, investigation, and behavior of structural elements and systems of buildings. CAD (Computer Aided Drafting) is the main program used. Students will study structure theory as it relates to engineering. Students will learn structural members and how they relate to a design. The basic theory of forces, section modules, moment of inertia, shear, compression, tension, modules of elasticity, deflection, bending moments, and forces in static structures are also included.

Engineering and Invention 2

Credit: 1/2 (cr/nc) (dc) Level: IV
Grade Offered: 11, 12 Fall AT6411
Spring AT6412

Prerequisite: Algebra I (Accel) or higher, or concurrent enrollment in Algebra I (Accel) or higher Engineering and Invention 1, Principles of Aeronautical Science or Division Chair approval

Use your mind and imagination to explore the worlds of engineering and invention. From bridge construction to life under water, this course will enhance your understanding of the concepts of brainstorming, design, engineering, load bearing and much more. Explore career fields such as environmental engineering, civil engineering, aerospace engineering, and others.

Have you ever wanted to design and engineer a toy? Perhaps a car? Such is the life of the inventor/engineer. Hands on activities are used to demonstrate many of the concepts in this course. Computer software demonstrates concepts that cannot be duplicated in the classroom. Strong problem solving skills and research are required in this class.

FURNITURE MAKING

Introduction to Furniture Making

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 9, 10	Fall AT5716
	Spring AT5717
11, 12	Fall AT5711
	Spring AT5712
Prerequisite: None	

This course has been designed to introduce the student to the safe operation of industrial machinery, power tools, and hand tools by making a custom piece of furniture. This course gives the student a basic understanding of how to use each of these items in order to make furniture. It will begin with an in-depth study of the machinery and power tools used in this industry with a major influence of how they work, and most importantly, how to use them in a safe and productive manner to produce furniture. Each student will then have an opportunity to custom-make a beginning level piece of furniture that he/she will bring home at the end of the semester. **Students will be responsible for lumber and hardware fees of \$45.00.**

Furniture/Cabinet Making I

Credit: 1 (cr/nc)	Level: IV
Grade Offered: 9, 10	Annual AT5846
	AT5847
11, 12	Annual AT5821
	AT5822
Prerequisite: None	

This course will allow the student to study furniture making by using hand tools, power tools, and industrial machinery. During this year-long course, students will be given the opportunity to make a four-piece, solid hardwood living room set that will include two end tables with drawer boxes, one coffee table, and an optional sofa table with a drawer box. Choices of woods are red oak, quartered red oak, white oak, quartered white oak, ash, cherry, walnut, maple, and mahogany. Students will be responsible for lumber and hardware fees.

Furniture/Cabinet Making II

Credit: 1 (cr/nc) (dc)	Level: IV
Grade Offered: 10	Annual AT5856
	AT5867
11, 12	Annual AT5851
	AT5852
Prerequisite: Furniture and Cabinet Making I	

This course is the next course in this series and has been designed to allow the student to continue to study advanced furniture and cabinetry skills. Students will build on the previous year's knowledge base by being given the opportunity to make a solid wood computer table/writing

desk with a pullout keyboard or dovetailed drawer boxes. If you are taking the course for duplicate credit you will make a small entertainment center by using veneered plywood, solid wood face frames, dovetailed drawer boxes, raised paneled drawer fronts, crown moldings, and solid raised paneled doors. Choices of woods are red oak, quartered red oak, white oak, quartered white oak, ash, cherry, walnut, maple, and mahogany. Students will be responsible for lumber and hardware fees.

GENERAL ELECTIVES

Technology Concepts

Credit: 1/2 (cr/nc)	Level: III or IV
Grade Offered: 9, 10	Fall AT4726
	Spring AT4727
Prerequisite: None	

Learn what Applied Technology is all about! Through hands-on activities and computer programs, students will learn about the occupational areas of communications, energy production, and transportation. Projects will be created using applied physics, CAD (computer aided drafting), electronics, and manufacturing. This semester course will introduce you to other Applied Technology courses that are available.

Home Maintenance and Repair

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 11, 12	Fall AT5221
	Spring AT5222
Prerequisite: None	

This course is for students who wish to learn the basic skills in maintaining a home. Students learn how to repair or upgrade the electrical service, basic framing construction, drywall installation and repair, trim techniques, painting, installation of ceramic tile and glazing materials, window repair, and basic plumbing.

Career Internship Program

Credit: 1/2 (dc)	Level:
Grade Offered:	Fall AT5551
	Spring AT5552
	Summer AT5558 or AT5559

This course is designed for the student who is seeking work experience in an area that wish to pursue as a career upon graduation or after attending college. The student will apply for the internship through the department that they wish to receive credit for the experience. The student will work a minimum of 90 hours during the semester for credit for the course. The student will have weekly contact with the supervising teacher, develop a culminating project based upon the experience, be evaluated by the supervising teacher and the employer for the final grade. The student is responsible

for their own transportation to and from the work place. This course may be taken for dual credit. It is the sole discretion of each department team to recommend the student for a work internship, application does not guarantee admission.

Industrial and Related Occupations I

Credit: 2 (cr/nc classroom only)	Level: III
Grade Offered: 11, 12	Annual AT4311
	AT4312
	Annual AT4411
	AT4412
<i>Work Experience students must enroll in both classroom and work experience.</i>	
Prerequisite: 16 years old and approval of parents, counselor, and course coordinator	

This course, commonly called I.R.O., is designed for students who wish to obtain experience in the world of work prior to graduation from high school with the purpose of enabling the student to make a better career choice after high school. The experience must be industrial-occupation oriented. It gives students an opportunity to use skills obtained from courses that they have been taking in high school. The main objective is to develop in each student

the abilities, attitudes, and skills necessary to assure a more successful transfer from school oriented activities to adult living. Students and parents are also required to sign a “Student Agreement and Training Memorandum” in which the guidelines are reviewed. See p. 71 for guidelines.

Industrial and Related Occupations II

Credit: 2 (cr/nc classroom only)	Level: III
Grade Offered: 12	Annual AT4321
	AT4322
	Annual AT4421
	AT4422
<i>Work Experience students must enroll in both classroom and work experience.</i>	
Prerequisite: Industrial and Related Occupations I	

This course is an extension if I.R.O.I. Students are expected to continue obtaining experience in the world of work within the community. Different occupations may be tried, if desired. The classroom instruction is individualized to meet each student’s personal needs. Experience on the job must be industrial-occupation oriented. Students and parents are also required to sign a “Student Agreement and Training Memorandum” in which the guidelines are reviewed. See p.71 for guidelines.

Have you ever considered a career in?

Drafting Careers

Architect	Drafts person
Building trades	Engineer
C.A.D. Operator	Sales of manufactured products

Building Trades Careers

Carpenter	Painter
Electrician	Plasterer/drywaller
Heating & air conditioning installer	Plumber

Metalworking Careers

Computerized machine operator	Metal fabrication
Machinist	Sales of any manufactured product
Mechanical & industrial engineer	Tool and die maker

Transportation Careers

Aerospace electronics	Parts specialist
Auto mechanic	Parts and service manager
Aviation electronics	Sales
Aviation mechanic	Service manager
Brake specialist	Service station attendant
Commercial pilot	Service writer
Diagnostic technician	Shop supervisor
Electrical specialist	Small engine mechanic
Engineers/technicians	Transmission specialist
Front end specialist	Tune-up specialist

Woodworking Careers

Building Construction	Model maker
Cabinetmaker	Sales
Carpenter	Sample body-maker
Form builder	Wood pattern-maker
Millwright	

Courses

Architectural Drafting (CAD)
CAD (Drafting)
Engineering & Invention 1 & 2
Technology Concepts

Courses

Furniture/Cabinet Making I & II
Introduction to Furniture Making
Home Maintenance and Repair

Courses

Technology Concepts

Courses

Advanced Flight Training
Auto Maintenance
Automotive Technology
Aviation
Flight Training
Small Engines/Power
Technology Concepts

Courses

Furniture/Cabinet Making I & II
Introduction to Furniture Making
Home Maintenance and Repair
Technology Concepts

Applied Technology Classes

When choosing Annual Courses, you will need the first and second semester codes.

Freshman Courses

Annual

AT5846/7 Furniture / Cabinetmaking I

Fall Only

AT5156 Aviation
AT5536 CAD (Drafting)
AT5546 Eng & Invention 1 CAD
AT5716 Intro Furniture Making
AT6226 Small Engines /Power
AT4726 Technology Concepts Eng

Spring Only

AT3127 Careers in Aviation
AT5537 CAD (Drafting)
AT5547 Eng & Invention 1 CAD
AT5717 Intro Furniture Making
AT6227 Small Engines /Power
AT4727 Technology Concepts

Sophomore Courses

Annual

AT9216/7 Architectural Drafting (CAD)
AT5846/7 Furniture / Cabinetmaking I
AT5856/7 Furniture / Cabinetmaking II

Fall Only

AT5156 Aviation
AT5216 Principles of Aeronautical Science (AS120)
AT5536 CAD Drafting
AT5546 Eng & Invention 1
AT5716 Intro Furniture Making
AT6226 Small Engines /Power
AT4726 Technology Concepts

Spring Only

AT5217 Principles of Aeronautical Science (AS120)
AT3127 Careers in Aviation
AT5537 CAD Drafting
AT5547 Eng & Invention 1
AT5717 Intro Furniture Making
AT6227 Small Engines /Power
AT4727 Technology Concepts

Junior and Senior Courses

Annual

AT3361/2 Private Pilot Operations
AT9211/2 Architectural Drafting (CAD)
AT5311/2 Automotive Service & Diagnostics
AT5821/2 Furniture / Cabinetmaking I
AT5851/2 Furniture / Cabinetmaking II
AT4311/2 Industrial & Related Occupations I
AT4321/2 Industrial & Related Occupations II
AT4411/2 Work Exp IRO 1
AT4421/2 Work Exp IRO 2

Fall Only

AT5211 Principles of Aeronautical Science (AS120)
AT3221 Intro Space & Flight SP110
AT5911 Car Care Essentials
AT5531 CAD Drafting
AT5541 Eng & Invention 1
AT8531 3-D CAD
AT6411 Engineering & Invention 2 (EGR101)
AT5711 Intro Furniture Making
AT5221 Home Maintenance and Repair
AT6331 Adv. Small Engine Performance

Spring Only

AT5212 Principles of Aeronautical Science (AS120)
AT3222 Intro Space & Flight SP110
AT5912 Car Care Essentials
AT5532 CAD Drafting
AT5542 Eng & Invention 1
AT8532 3-D CAD
AT6412 Engineering & Invention 2
AT5712 Intro Furniture Making
AT5222 Home Maintenance and Repair
AT6332 Adv. Small Engine Performance

Fall or Spring

AT5551/2 Career Internship

Art History AP
Ceramics - Beginning/Intermediate/Advanced
Digital Photo Art
Drawing & Painting - Beginning/Intermediate/Advanced
Animation
Graphic Design
Jewelry & Metalsmithing - Beginning/Intermediate
Photography/Advanced
Studio Art Accel/AP
Career Internship Program

Art

Mr. Nick Gehl, Division Chair
 TEL: SC (708) 579-6585, NC (708) 579-6488
 FAX: (708) 579-6497
 EMAIL: ngehl@lths.net

Mr. Mark Dahl Assistant Division Chair
 TEL: NC (708) 579-6368
 EMAIL: mdahl@lths.net

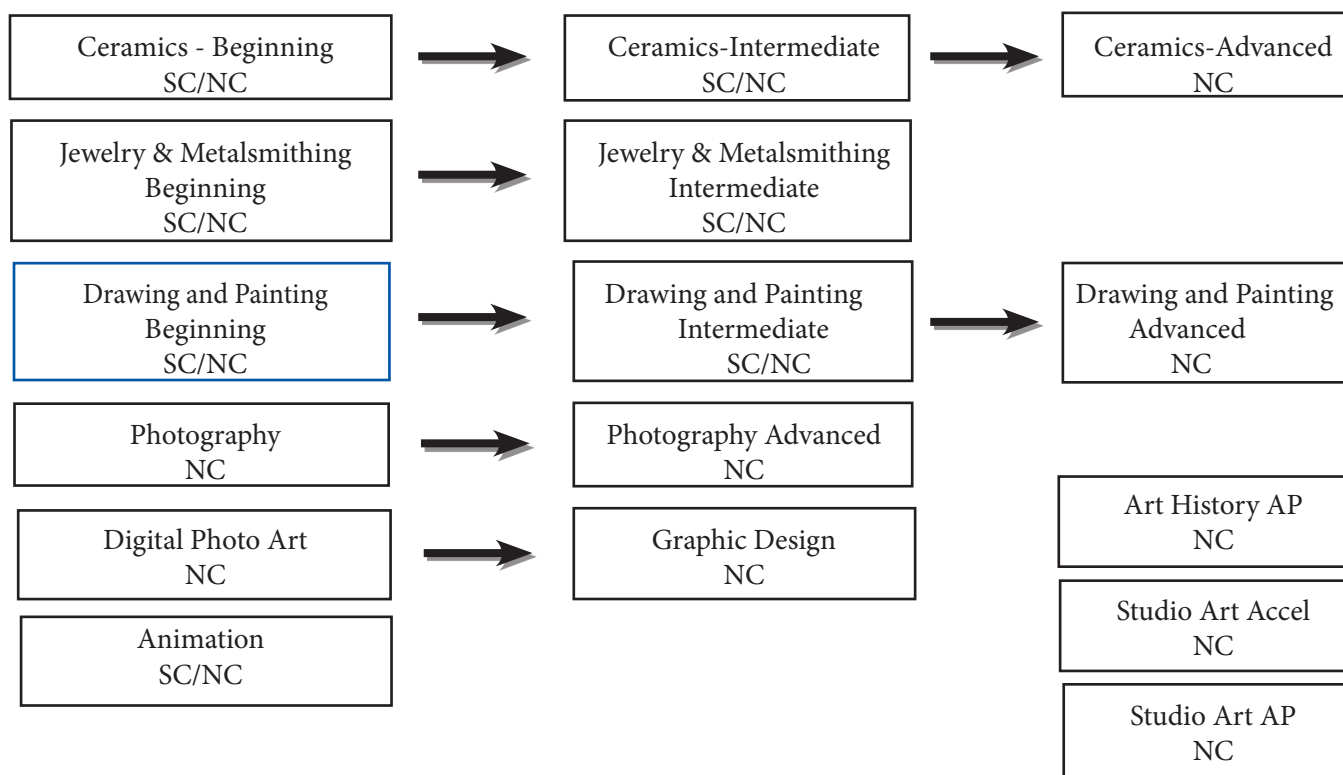
Fine Arts Division Philosophy

The departments of the Fine Arts Division include Art, Music, and World Languages. All focus on the need for individual expression and communication with others. Each area nurtures the internal development of creativity, intuition, reasoning, and imagination and offers a unique means by which thoughts and feelings can be conveyed to familiar and foreign societies. It is the belief of the Division that, through these timeless disciplines, students will come to appreciate civilizations past and to contribute to the future advancement of the individual and society.

Art Department Philosophy

Focusing on production, aesthetic understanding, art criticism, art history, and communication skills, students will experience a variety of media and materials with which they can creatively express their thoughts and feelings. Such creation will enrich students' life experiences.

Course Sequences



Art Department Standards

Standard I

Studio Art Skills

- A. Students will apply the elements and principles of design in the creation of works of art.
- B. Students will work with a variety of tools, materials, processes, and technology necessary to creating works of art.
- C. Students will be prompted and encouraged to explore the production of art in a creative, communicative, and expressive manner.
- D. Students will learn to create art in a responsible manner.

Standard II

Art Criticism

Students will learn the skills and appropriate vocabulary for discussing a work of art in terms of its positive and negative qualities and its overall effectiveness on a formal and conceptual level.

Standard III

Aesthetic Education

Students will be introduced to the concept of aesthetic values and will consider these values in regards to their personal work and the work of others.

Standard IV

Art History

Students will learn about significant artists and artworks in regards to how they relate to concepts and skills that they are practicing in the studio.

Art and Advanced Placement (AP) Examinations

- The Art Department offers advanced art students the opportunity to prepare for two Advanced Placement examinations: Art History and Studio Art (Drawing, 2D Design, 3D Design).
- Students wishing to prepare for the Art History AP examination should enroll in Art History AP.
- Students wishing to qualify for the Studio Art AP (Drawing, 2D Design, or 3D Design) portfolio are expected to produce original work of high quality and to explore areas of particular interest to them. Works for the portfolio must be photographed in digital form and should be quality examples representative of the breadth and concentration of their experiences. Students interested in participating in these AP experiences are encouraged to enroll in Studio Art AP.

Other Information

- Some courses require students to purchase a portion of their own materials.
- All courses listed under Art apply toward the Creative Arts graduation requirement.
- Double asterisk (**) indicates articulated credit with College of DuPage.
- **Independent Study** Under specific conditions as outlined on p. 25 of the Guide, students may make application for Independent Study. In all cases, students must secure parent, teacher, counselor, divisional, and building administration approval. Independent Study may not be taken as an 8th semester/annual course.

Art History AP

Credit: 1 (cr/nc) Level: V
Grade Offered: 11, 12 Annual AR8011
AR8012

Prerequisite: None

Art History AP introduces students to the understanding and enjoyment of works of art and prepares them for the AP Art History examination. It promotes the understanding of art as it relates to its cultural context. The class begins with prehistoric art and continues throughout the year with a series of lectures, assignments, and field trips that cover the history of art into the 21st century. No prior experience in art is necessary. Students who are interested in areas such as history, literature, and art are encouraged to enroll.

Ceramics - Beginning

Credit: 1/2 (cr/nc) Level: III
Grade Offered: 9, 10 Fall AR5616
Spring AR5617
11, 12 Fall AR5611
Spring AR5612

Prerequisite: None

This beginning level course introduces students to basic methods of using clay to create artwork. Students will practice hand-building techniques that include coil rolling, and slab construction. Students will also be introduced to, and gain experience on the potter's wheel. Basic design and decorative processes will be included to assist students in developing unique and creative projects in clay.

Ceramics - Intermediate

Credit: 1/2 (cr/nc) Level: III
Grade Offered: 9, 10 Fall AR4726
Spring AR4727
11, 12 Fall AR4721

Prerequisite: Ceramics - Beginning

Students will develop throwing skills using the potter's wheel and hand-building skills using slabs and coils. Students will also explore a variety of surface decorating techniques and work with different clay bodies including terra cotta and porcelain. Students in this course will concentrate on developing their technical skills and creatively expressing ideas with clay.

Ceramics - Advanced

Credit: 1/2 (cr/nc) Level: IV
Grade Offered: 11, 12 Spring AR4732
Prerequisite: Ceramics - Beginning and Intermediate

Students will continue to develop their hand-building skills and throwing techniques using the potter's wheel. Emphasis will be placed on the technical and conceptual

development of the student's clay work. Creativity in design and using clay as an expressive medium of ideas will be explored in-depth. Examples of student work, as well as that of historical and contemporary ceramics artists, will be examined.

Drawing and Painting - Beginning

Credit: 1/2 (cr/nc) Level: III
Grade Offered: 9, 10 Fall AR5316
Spring AR5317
11, 12 Fall AR5311
Spring AR5312

Prerequisite: None

This is a hands-on class designed to introduce students to basic 2D art skills through studio work and sketch-book assignments. Students will learn how to draw the figure and other observational objects. Students will also be introduced to basic ideas of art history that relate to the projects and will learn how to critique art.

Drawing and Painting - Intermediate

Credit: 1/2 (cr/nc) Level: III
Grade Offered: 9, 10 Fall AR4426
Spring AR4427
11, 12 Fall AR4421
Spring AR4422

Prerequisite: Drawing and Painting - Beginning

Students will continue their explorations from the beginning class with more sophistication while learning new skills and processes such as print-making. Students will consider more ideas and content as they create their works. A key project in the class will be an acrylic painting.

Drawing and Painting - Advanced

Credit: 1 (cr/nc) Level: IV
Grade Offered: 11, 12 Annual AR4431
AR4432

Prerequisite: Drawing & Painting - Beginning and Intermediate

This is a year-long class in which students will study drawing and painting in detail and create art in a more individual manner while experimenting with a variety of approaches. Students will be introduced to new techniques, processes, and materials such as oil paint.

Animation

Credit: 1/2 (cr/nc) Level: III
Grade Offered: 9, 10 Spring AR5417
11, 12 Fall AR5411

Prerequisite: None

Students will learn basic stop motion animation techniques, the history of animation, and be expected to demonstrate the principles of animation in their work. Through the use of basic camera equipment and technology, students will use their creativity to produce a variety of animations to communicate different themes through the use of hand drawing, clay, whiteboard, cut paper, and computer generated manipulation. Students will be expected to complete weekly required readings from the textbook along with written workbook assignments.

Digital Photo Art

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 11, 12	Fall AR6611
	Spring AR6612
Prerequisite: None	

Students will learn the fundamentals of photography by exploring both the technical and artistic aspects of the medium including basic camera operation, composition, digital enhancement, and manipulation using Adobe Photoshop. Focus will be on technical and aesthetic growth along with the creative process of making imagery. The class will introduce students to the principles of contemporary media. Students must supply a memory card containing at least 1 gigabyte of memory and their own digital camera. It must have at least 6 mega pixels of memory, adjustable focus, and exposure which allows control of both aperture (A settings) and shutter speed (S or TV setting). Students may NOT use a fully automatic or "point and shoot" type camera in this course. Suggested models include: Kodak Easy Share Z981, Sony Cybershot H55, Canon Powershot SX130IS, Nikon CoolPix L110, Fujifilm FinePix S2500, S1800 and S2700. Please contact Mrs. Leslie Stickels (lstickels@lths.net) with any questions.

Graphic Design

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 11, 12	Spring AR6412
Prerequisite: Computer or Digital Photo Art	

This class is for the serious art student who would like to learn to communicate visually through design and drawing. Students produce advertisements, posters, brochures, and package designs. The course is designed for students considering a career in art.

Jewelry & Metalsmithing, Beginning

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 9, 10	Fall AR4836
11, 12	Fall AR4831
Prerequisite: None	

This beginning level course introduces students to the basic techniques for creating jewelry and other small art forms using metals and found objects. Students will explore metalworking techniques that include sawing with a jeweler's saw, soldering with a torch, etching with acid, piercing with a drill press, stone-setting, and wire manipulation. Basic design and other decorative processes will be covered to encourage each student in developing unique and creative projects in metal. Safety is of utmost importance. All safety procedures must be followed and a safety and behavior contract must be turned in before beginning to work. Students will purchase safety goggles from the bookstore.

Jewelry and Metalsmithing, Intermediate

Credit: ½ (cr/nc)	Level: III
Grade Offered: 9, 10	Spring AR4847
11, 12	Spring AR4842
Prerequisite: Jewelry & Metalsmithing, Beginning	

Students will continue to develop their metalworking and design skills. Sawing, soldering, etching, piercing, stone-setting and wire manipulation skills will be reviewed and explored in depth. Additional techniques may include work with metal mold-making material, cold-connections, bezel stone-setting, and hand-coloration of metals. Equipment/materials such as torches, drill press, flexi-shaft, hand tools, buffers, saws, and etching acids will be used. Students should come creatively motivated and have good time management skills. Safety is of utmost importance. All safety procedures must be followed and a safety and behavior contract must be turned in before beginning to work. Students must purchase safety goggles from the bookstore if not saved from the beginning class.

Photography**

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 11, 12	Fall AR6311
	Spring AR6312
Prerequisite: None	

Students will learn to operate an adjustable 35 mm camera, to develop black and white film, and to make prints from negatives. Students will move beyond snapshots and will use their cameras as a tool for creative expression. Students must supply a working 35 mm (non APS) camera. Point and Shoot and other totally automatic cameras are strongly discouraged due to their lack of creative controls. Students must purchase a photo kit which includes film, photographic paper, and a portfolio. Students may anticipate spending approximately \$70 on this and other supplies. Photography serves as a prerequisite for Graphic Design and Advanced Photography.

Photography - Advanced

Credit: 1/2 (cr/nc) Level: IV
 Grade Offered: 11, 12 Spring AR6322
 Prerequisite: Photography

Students will continue to work on camera usage, film processing, printing, and presentation. The course will also cover alternative photographic techniques, studio lighting, commercial and digital photography. In this course, students will select a theme/topic and present a personal portfolio collection. Students may anticipate spending \$50-70 throughout the semester. **All students must have an adjustable 35 mm camera.**

Studio Art Accel

Credit: ½ (cr/nc) (dc) Level: IV
 Grade Offered: 12 Fall AR9011
 Spring AR9012

Prerequisite: Advanced course in Drawing and Painting, Ceramics, and/or Photography or Division Chair approval

This class offers students the option to continue their studies from the advanced classes of any studio area. It is encouraged for those interested in creating a portfolio for college or applying for scholarships. This accelerated class is offered for one or two semesters. Students must declare an area of concentration and will be placed in a classroom of advanced students.

Studio Art AP

Credit: 1 (cr/nc) Level: V
 Grade Offered: 12 Annual AR9111
 AR9112

Prerequisite: Advanced course in Drawing and Painting, Ceramics, and/or Photography or Division Chair approval.

In this class, students continue their studies at a highly rigorous level from the advanced classes of any studio area. The course design will follow the guidelines of the Advanced Placement class of the College Board. Students must declare an area of concentration and will be placed in a classroom of advanced students. Those students interested in creating a portfolio for college, applying for scholarships, or submitting materials for the College Board examination (Drawing, 2-D Design, or 3-D Design) are encouraged to enroll.

Career Internship Program

Credit: 1/2 (dc) Level: IV
 Grade Offered: Fall AR5551
 Spring AR5552
 Summer AR5558, AR5559

This course is designed for the student who is seeking work experience in an area that wish to pursue as a career upon graduation or after attending college. The student will apply for the internship through the department that they wish to receive credit for the experience. The student will work a minimum of 90 hours during the semester for credit for the course. The student will have weekly contact with the supervising teacher, develop a culminating project based upon the experience, be evaluated by the supervising teacher and the employer for the final grade. The student is responsible for their own transportation to and from the work place. This course may be taken for dual credit. It is the sole discretion of each department team to recommend the student for a work internship, application does not guarantee admission.

Have you ever considered a career in design?

Advertising Art
 Electronic Design
 Graphic Design
 Illustration

Architecture Design
 Transportation Design
 Interior Design
 Landscape Design

Toy Design
 Jewelry Design
 Textile Design
 Fashion/Costume
 & Lighting Design

Photography
 Conservator
 Gallery Owner
 Artist's Representative

Art Administration
 Director of Education
 Corporate Collector
 Gallery Salesperson

Art Curator
 Registrar
 Art Teacher
 Private Instructor

Art Classes

When choosing Annual Courses, you will need the first and second semester codes.

Freshman Courses

Fall Only

AR5616 Ceramics, Beginning
AR4726 Ceramics, Intermediate
AR5316 Drawing & Painting, Beginning
AR4426 Drawing & Painting, Intermediate
AR4836 Jewelry & Metalsmithing, Beginning

Spring Only

AR5617 Ceramics, Beginning
AR4727 Ceramics, Intermediate
AR5317 Drawing & Painting Beginning
AR4427 Drawing & Painting Intermediate
AR4847 Jewelry & Metalsmithing, Intermediate
AR5417 Animation

Sophomore Courses

Fall Only

AR5616 Ceramics, Beginning
AR4726 Ceramics, Intermediate
AR5316 Drawing & Painting, Beginning
AR4426 Drawing & Painting, Intermediate
AR4836 Jewelry & Metalsmithing, Beginning

Spring Only

AR5617 Ceramics, Beginning
AR4727 Ceramics, Intermediate
AR5317 Drawing & Painting, Beginning
AR4427 Drawing & Painting, Intermediate
AR4847 Jewelry & Metalsmithing, Intermediate
AR5417 Animation

Junior and Senior Courses

Annual

AR8011/2 Art History AP
AR4431/2 Drawing & Painting, Advanced
AR9111/2 Studio Art AP

Fall Only

AR5611 Ceramics, Beginning
AR4721 Ceramics, Intermediate
AR6611 Digital Photo Art
AR5311 Drawing & Painting, Beginning
AR4421 Drawing & Painting, Intermediate
AR5411 Animation
AR4831 Jewelry & Metalsmithing, Beginning
AR6311 Photography
AR9011 Studio Art Accel

Spring Only

AR5612 Ceramics, Beginning
AR4732 Ceramics, Advanced
AR6612 Digital Photo Art
AR5312 Drawing & Painting, Beginning
AR4422 Drawing & Painting, Intermediate
AR6412 Graphic Design
AR6312 Photography
AR6322 Photography, Advanced
AR9012 Studio Art Accel
AR4842 Jewelry & Metalsmithing, Intermediate

Fall or Spring

AR5551/2 Career Internship

Accounting 1, 2
Business Law
Career Internship Program
Computer Applications (MOS)
Consumer Economics
College and Workplace Skills
International Business Economics
Introduction to Business
Keyboarding
Marketing
Networking Software Solutions (MCSA)
Networking Essentials (Net+)
PC Repair & Maintenance (A+)
Programming in Java
Programming in Visual Basic
Web Page Development 1, 2

Business Education






Mr. Paul Houston, Division Chair
 TEL: SC (708) 579-6546, NC (708) 579-6420
 FAX: (708) 579-6009
 EMAIL: phouston@lths.net

Andrew Newcomb, Assistant Division Chair
 TEL: NC (708) 579-6776
 FAX: (708) 579-6009
 EMAIL: anewcomb@lths.net

Business Education Department Philosophy

The Business Education Department of Lyons Township High School offers a wide selection of course offerings that meet a variety of student needs. Careful selection of courses can help students develop valuable skills for personal use, begin an exploration of possible areas of study, and gain useful information for selecting and beginning college study. Also, a student may acquire significant skills helpful for initial and future employment opportunities.

Programs

	South Campus 9-10	North Campus 11-12
Accounting		<ul style="list-style-type: none"> Accounting 1 & 2
Business Administration	 <ul style="list-style-type: none"> Introduction to Business 	<ul style="list-style-type: none"> Business Law Introduction to Business Computer Applications (MOS) College and Workplace Skills International Business Economics
Computer Science	 <ul style="list-style-type: none"> Computer Applications (MOS) Keyboarding Networking Software Solutions (MCSA) Networking Essentials (Net+) PC Repair & Maintenance (A+) Web Page Development 1, 2 Programming in Visual Basic 	<ul style="list-style-type: none"> Computer Applications (MOS) Keyboarding Networking Software Solutions (MCSA) Networking Essentials (Net+) PC Repair & Maintenance (A+) Programming in Java Web Page Development 1, 2
Marketing	 <ul style="list-style-type: none"> Introduction to Business Computer Applications (MOS) Keyboarding Web Page Development 1, 2 	<ul style="list-style-type: none"> Introduction to Business Computer Applications (MOS) Keyboarding Marketing Web Page Development 1, 2
Technology	 <ul style="list-style-type: none"> Computer Applications (MOS) Keyboarding Networking Essentials (Net+) Programming in Visual Basic Web Page Development 1, 2 Networking Software Solutions (MCSA) PC Repair & Maintenance (A+) 	<ul style="list-style-type: none"> College and Workplace Skills Computer Applications (MOS) Keyboarding Networking Essentials (Net+) Programming in Java Web Page Development 1, 2 Networking Software Solutions (MCSA) PC Repair & Maintenance (A+)

Business Education Department Standards

The Business Education Department has established standards for student learning that both guide its courses and programs and challenge students academically. There are six general standards as titled and stated below. In addition, each general standard has specific student learning standards that are available upon request. Finally, specific standards for each course and program have been developed, and these are distributed to students at the beginning of each semester or annual course.

Business Education programs will include experiences that provide for...

- | | |
|---------------------|---|
| Standard I | Career Awareness
study and understanding of business-related careers and for the evaluation of activities in the workplace. |
| Standard II | Communication Skills
effective use of communication skills. |
| Standard III | Technological Knowledge and Skills
study and understanding of business-related technological hardware and software. |
| Standard IV | Work Ethics
study and understanding of practical ethical behavior. |
| Standard V | Business Principles
study and general understanding of the business world and basic skills for business management. |
| Standard VI | Economic Literacy
study and understanding of how people have organized for and worked within the production, distribution, and consumption of goods and services. |

- **Personal Use** Students should select from appropriate courses to preview subject areas in which an interest exists as this may help in narrowing down possible college majors. The following courses develop skills which benefit all students: College and Workplace Skills, Computer Applications (MOS), and Keyboarding.
- All courses listed under Business Education apply toward the Practical Arts graduation requirement except Consumer Economics (see p. 7).
- **Independent Study** Under specific conditions as outlined on p. 25 of the Guide, students may make application for Independent Study. In all cases, students must secure parent, teacher, counselor, divisional, and building administration approval. Independent Study may not be taken as an 8th semester/annual course.

Accounting 1

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 11, 12	Fall BU5511
	Spring BU5512
Prerequisite: None	

This course is recommended for students who want to pursue a fundamental understanding of accounting for college and for a career. The practices of a business accounting program are presented. The theory of double-entry accounting and the accounting cycle are emphasized. Accounting is a basic requirement for college business majors. Problem applications will be presented to enhance understanding.

Accounting 2

Credit: 1/2 (cr/nc)	Level: IV
Grade Offered: 11, 12	Spring BU5522
Prerequisite: Accounting 1	

This course continues with the fundamentals of accounting theory. It includes the study of special journals and ledgers which provide students with the practical experience of keeping the financial records of a simulated business enterprise during a normal month's operations. Whenever possible, this course should immediately follow Accounting 1.

Business Law

Credit: 1/2 (cr/nc)	Level: III or IV
Grade Offered: 11, 12	Fall BU5811
	Spring BU5812
Prerequisite: None	

This course enables the student to develop the ability to identify and evaluate the fundamental principles of law used in the business world and day-to-day business activities. It will aid students in understanding their legal rights, obligations, and responsibilities. The mate-

rial covered includes a study of the essential elements of contracts. Students will study realistic cases and participate in a mock trial.

Introduction to Business

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 9, 10	Fall BU5116
	Spring BU5117
11, 12	Fall BU5111
	Spring BU5112
Prerequisite: None	

Would you like to learn how businesses are operated and managed in our global society? Getting involved in the business world is the objective of this learning experience. Students will gain a foundation in business ownership, economics, human resources, marketing, ethics, accounting, finance, governmental regulation, law, and international business. As you explore these areas, take your first step toward becoming a business leader of tomorrow. This course should be considered a survey to the other courses in the Business Education Department.

College and Workplace Skills

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 11, 12	Fall BU5711
	Spring BU5712
Prerequisite: None	

College and Workplace Skills is a course that provides academic survival skills necessary for students preparing themselves for transition into college or the workplace. The areas of study include: communication, time management procedures, reading comprehension, note taking, test-taking strategies, effective web research, college search and transition, and advanced job skills. This course incorporates the software program Work Keys, the second-day test of the ACT. Students will

have an opportunity to work with a Netbook and use other technology and software to enhance their learning experience as well. The Netbook is loaned to students and used throughout the semester to further their understanding of concepts.

Computer Applications (MOS)

Credit: 1/2 (cr/nc)	Level: III or IV
Grade Offered: 9, 10	Fall BU4226
	Spring BU4227
11, 12	Fall BU4221
	Spring BU4222
Prerequisite: Keyboarding Skills	

In order to remain current in today's ever-changing workplace, up-to-date computer skills are a necessity. Computer Applications will train students in the areas of Word, Excel, Access, PowerPoint, and Publisher. Using the Microsoft Office 2010 suite, students will become proficient with intermediate and advanced features of these programs. Students will gain hands-on experience completing projects using the various programs. This course will also assist students in other courses at Lyons Township High School, including development of proper formatting for research papers using the Modern Language Association (MLA) guidelines, which is a requirement of all research papers at LT. The goal of this course is to help students compete in today's world of technology and achieve success in whatever field they choose to pursue.

Consumer Economics

Credit: 1/2	Level: III
Grade Offered: 11, 12	Fall BU0551
	Spring BU0552
Prerequisite: None	

This course focuses on personal money management concerns that face all consumers. Topics to be studied include economics, insurance, investments, taxes, finance, comparison shopping, consumer protection, credit, and career/estate planning.

International Business Economics

Credit: 1/2 (cr/nc)	Level: III or IV
Grade Offered: 11, 12	Fall BU5831
	Spring BU5832
Prerequisite: None	

Interested in learning about the global economy? This

course is designed for the student who wants to discover and learn how political systems, cultural differences, and values of world economics impact world business practices and decisions. Students will be given an opportunity to develop business skills and knowledge to function successfully as business professional in a global society. The students will be actively involved in group work, projects, reading and writing activities, critical thinking/problem solving of global economic issues. Speakers from the international business world will identify employment and career opportunities as well as share their own personal experiences. Students may elect this course for Practical Arts credit in Business Education or for Social Studies credit.

Keyboarding

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 9, 10	Fall BU5416
	Spring BU5417
11, 12	Fall BU5411
Prerequisite: None	

This course is needed by all students who wish to learn the required keyboarding skills used in today's technical world. Students selecting this course will learn basic keyboarding skills, and proper use of the keyboard. Students will improve their speed and accuracy as they key, as well as improve their proofreading skills. In addition, proper formatting of reports, letters, and tables will be learned, along with a variety of other keyboarding applications. Keyboarding skills are required for further course work in Computer Applications (MOS), Programming in Visual Basic, and Programming in Java.

Marketing

Credit: 1/2 (cr/nc)	Level: III or IV
Grade Offered: 11, 12	Fall BU4711
	Spring BU4712
Prerequisite: None	

Did you ever wonder how major companies develop their selling strategies? Students selecting this course will study how products progress via a marketing plan. This learning experience will provide students with basic marketing concepts as they relate to our emerging global economy. Real-life examples will be presented from industry as you follow products from the producer to the consumer.

Networking Essentials (Net+)

Credit: 1	Level: IV
Grade Offered: 10	Annual BU4516
	BU4517
11, 12	Annual BU4511
	BU4512

Prerequisite: Algebra

Years Offered: 2014-2015, 2016-2017

This biennial course has been developed to teach students the skills needed to design, build, and maintain small, medium, and large sized networks, and to prepare students for the CompTIA Net+ certification exam. Students will receive training and develop skills that will allow them to enter the workforce and/or further their education and training in the computer networking field. As a result of Networking Essentials (Net+), students will be prepared to sit for the CompTIA Net+ examination, a rigorous industry-based examination that, if passed, will enable students to enter this field qualified and certified in networking.

Networking Software Solutions (MCSA)

Credit: 1	Level: V
Grade Offered: 10	Annual BU4866
	BU4867
11, 12	Annual BU4861
	BU4862

Prerequisite: None

Years Offered: 2013-2014, 2015-2016

This intensive biennial course provides the core foundation for supporting the Microsoft Windows client and server operating systems in both peer-to-peer and client-server environments. The goal of this course is to provide students with skills necessary to install, configure, customize, optimize, and troubleshoot Windows systems. This course is designed to help Microsoft Certified Systems Administrator (MCSA) candidates prepare for the full complement of MCSA certification exams, two of which may be taken as part of the course.

PC Repair & Maintenance (A+)

Credit: 1	(cr/nc)	Level: III
Grade Offered: 9, 10		Annual BU4836
		BU4837
11, 12	Annual	BU4831
		BU4832

Prerequisite: None

There are more A+ computer service technician jobs than there are people to fill them. Take the A+ course, pass the certification exams, and be a step ahead of everyone else. If you pass the examinations, you can become employed as an A+ certified computer service

technician. Training in the business world for such a program costs \$1,000 or more.

Topics covered include microcomputer fundamentals, PC hardware, operating systems, Microsoft Windows, troubleshooting the system, system boards, input/output, internal/external data storage, video displays, printers, data communication, networking, preventive maintenance and safety, installation, configuration, upgrading, and diagnosing.

Programming in Java

Credit: 1/2 (cr/nc)	Level: IV
Grade Offered: 11, 12	Fall BU4461
	Spring BU4462
Prerequisite: Keyboarding skills	

This course introduces students to the Java programming language. Students will learn to write their own programs to solve problems related to business, mathematics, and the sciences. They will encounter beginning Java concepts such as input-output, looping and control structures. Beginning Java graphics, including creating Java applets, will be covered. Students interested in computer science, general programming or creating gaming applications would benefit from this course. Programming in Visual Basic is recommended before taking this course.

Programming in Visual Basic

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 9, 10	Fall BU0806
	Spring BU0807
11, 12	Fall BU0801
	Spring BU0802

Prerequisite: Keyboarding skills

The Visual Basic course is an ideal way for students new to software development to get an understanding of what programming is. Students learn general programming concepts with the user-friendly graphical tool, Visual Basic. Students create dozens of programs throughout the semester which include practical applications as well as gaming applications. Students also learn how to update a database from a program and how to anticipate user problems. Proponents claim that Visual Basic is an invaluable skill due to the popularity of Microsoft Windows. Visual Basic is used to program many applications in Windows and to create desktop applications, but is also the macro language for the MS Office products. With knowledge in Visual Basic you can not only create your own programs and build your own games, but you can learn how to code, debug, and deploy all types of applications. The object of the

class is to give students an opportunity to work hands-on and become developers of activities that meet their own interests, as well provide insight into the world of programming for future careers or hobbies. No previous programming or computer knowledge is needed, although good keyboarding skills are a must! This course is recommended before Programming in Java.

Web Page Development 1

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 9, 10	Fall BU4846
	Spring BU4847
11, 12	Fall BU4841
	Spring BU4842
Prerequisite: Keyboarding skills	

Are you interested in creating web sites and learning about various aspects of the Internet? Web Development 1 concentrates on creating web pages using Hyper Text Markup Language (HTML) and Cascading Style Sheets (CSS). Current topics such as Internet safety and the social media are also discussed. Students will work on a final project in a group to develop a web site for a local business or non-profit organization.

Web Page Development 2

Credit: 1/2 (cr/nc)	Level: IV
Grade Offered: 9, 10	Fall BU4876
	Spring BU4877
11, 12	Fall BU4871
	Spring BU4872
Prerequisite: Web Page Development 1	

Interested in making money using the Internet? Web Development 2 will provide you with the skills to do just that. This course will concentrate on two areas. One portion of the course will focus on two scripting languages, PHP and JavaScript. These powerful languages are what enable web pages to be interactive on the Internet. Another portion of the course will concentrate on the role E-Commerce has in business. E-Commerce is the buying and selling of goods and services on the Internet. Topics like shipping, taxation, payment methods, payment security, product marketing, laws, and shopping cart issues are covered. This hands-on class will equip students with the expertise needed to use the Internet to start their own business, compete in today's world of technology, and achieve success in their chosen field. This course may be taken for dual credit. It is the sole discretion of each department team to recommend the student for a work internship, application does not guarantee admission.

Career Internship Program

Credit: 1/2 (dc)	Level: IV
Grade Offered:	Fall BU5551
	Spring BU5552
	Summer BU5558, BU5559

This course is designed for the student who is seeking work experience in an area that wish to pursue as a career upon graduation or after attending college. The student will apply for the internship through the department that they wish to receive credit for the experience. The student will work a minimum of 90 hours during the semester for credit for the course. The student will have weekly contact with the supervising teacher, develop a culminating project based upon the experience, be evaluated by the supervising teacher and the employer for the final grade. The student is responsible for their own transportation to and from the work place. This course may be taken for dual credit. It is the sole discretion of each department team to recommend the student for a work internship, application does not guarantee admission.

**Have you ever considered
a career in business?
Then you should consider
taking courses such as:**

- Introduction to Business
- Accounting
- Business Law
- Keyboarding
- Computer Applications (MOS)
- Economics
- Marketing

**Have you ever considered
a career in technology?
Then you should consider
taking courses such as:**

- Keyboarding
- Computer Applications (MOS)
- PC Repair and Maintenance (A+)
- Programming in Java
- Programming in Visual Basic
- Web Page Development (1&2)
- Networking Essentials (Net+)
- Networking Software Solutions (MCSA)

Business Education Classes

When choosing Annual Courses, you will need the first and second semester codes.

Freshman Courses

Fall Only

- BU5116 Introduction to Business
- BU5416 Keyboarding
- BU4226 Computer Applications (MOS)

Spring Only

- BU5117 Introduction to Business
- BU5417 Keyboarding
- BU4227 Computer Applications (MOS)

Computer Technology

Annual Course

- BU4836/7 PC Repair & Maintenance (A+)

Fall Only

- BU0806 Programming in Visual Basic
- BU4846 Web Page Development 1
- BU4876 Web Page Development 2

Spring Only

- BU0807 Programming in Visual Basic
- BU4847 Web Page Development 1
- BU4877 Web Page Development 2

Sophomore Courses

Fall Only

- BU5116 Introduction to Business
- BU5416 Keyboarding
- BU4226 Computer Applications (MOS)

Spring Only

- BU5117 Introduction to Business
- BU5417 Keyboarding
- BU4227 Computer Applications (MOS)

Computer Technology

Annual

- BU4836/7 PC Repair & Maintenance (A+)
- BU4516/7 Networking Essentials (Net+) (2014-2015)
- BU4866/7 Networking Software Solutions (MCSA) (2013-2014)

Fall Only

- BU0806 Programming in Visual Basic
- BU4846 Web Page Development 1
- BU4876 Web Page Development 2

Spring Only

- BU0807 Programming in Visual Basic
- BU4847 Web Page Development 1
- BU4877 Web Page Development 2

Junior and Senior Courses

Fall Only

- BU0551 Consumer Economics
- BU5511 Accounting 1
- BU5811 Business Law
- BU5111 Introduction to Business
- BU5711 College and Workplace Skills
- BU5831 International Business Economics
- BU5411 Keyboarding
- BU4221 Computer Applications (MOS)
- BU4711 Marketing

Spring Only

- BU0552 Consumer Economics
- BU5512 Accounting 1
- BU5522 Accounting 2
- BU5812 Business Law
- BU5112 Introduction to Business
- BU5712 College and Workplace Skills
- BU5832 International Business Economics
- BU4222 Computer Applications (MOS)
- BU4712 Marketing

Fall or Spring

- BU5551/2 Career Internship

Computer Technology

Annual

- BU4831/2 PC Repair & Maintenance (A+)
- BU4511/2 Networking Essentials (Net+) (2014-2015)
- BU4861/2 Networking Software Solutions (MCSA) (2013-2014)

Fall Only

- BU0801 Programming in Visual Basic
- BU4461 Programming in Java
- BU4841 Web Page Development 1
- BU4871 Web Page Development 2

Spring Only

- BU0802 Programming in Visual Basic
- BU4462 Programming in Java
- BU4842 Web Page Development 1
- BU4872 Web Page Development 2

Cooperative Career Education

Cooperative Career Education is a balanced educational program involving academic and vocational instruction within the school, complemented by a supervised work experience in related business, industrial, and/or service work stations.

The Cooperative Career Educational programs are open to juniors and seniors who are 16 years-old and older. Typically, students attend school one-half day where they are enrolled in regular classes including physical education, required courses for graduation, and related cooperative career classes. The other half of the school day, students are working in supervised job training stations. Each student is paid a beginning wage for this form of employment and works from 15 to 20 hours per week. Specific District and State guidelines regulate working conditions and hours per week.

One high school credit is given for the supervised work experience and one credit is given for the related class instruction. Each segment (classroom and work) is an annual course. In order to receive one full credit for each segment, a student must complete each annual segment. An LTHS teacher serves as both coordinator and liaison among the school, student, and employer to maintain a rigorous, meaningful, and profitable educational training program for students.

The courses listed below appear twice in the Guide: once under Cooperative Career Education and once under each course's related department. Career and Community Partnerships I & II are listed under the Family and Consumer Sciences Department (p. 77); Industrial and Related Occupations I & II (IRO) are listed under the Applied Technology Department (p. 46). Students and parents should carefully review course descriptions and consult their counselors and/or Cooperative Career Education coordinators for more information.

North Campus 11-12

Career and Community Partnerships I & II	Industrial and Related Occupations (IRO) I & II
<ul style="list-style-type: none">• classroom• work experience	<ul style="list-style-type: none">• classroom• work experience

Cooperative Career Education Guidelines

1. Students should seek employment in a career area that he/she is interested in pursuing after high school. Employment should be more than a “job” – but a career interest.
2. Students are required to stay at their employment for the entire school year, with few exceptions.
3. Students will need to provide employer with proper income tax information (ID, driver’s license, social security number) and identification (birth certificate/passport/documentation)
4. Students will need to seek employment within a reasonable distance from LTHS. Generally, employment should be in the western suburbs and within a 15-mile radius of La Grange. Transportation and parking arrangements are the responsibility of student and parent.
5. Students must be directly supervised by an adult on their job.
6. Students must be able, willing, and available for work Monday through Friday, early afternoon through evening. The majority of the work experience hours should be Monday through Friday. Weekend employment is subject to employment requirements.
7. Students need to be employed on a regular basis throughout the school year, averaging approximately 15 hours per week.
8. Students will be expected to have excellent attendance at school and at work.
9. Students may be dropped from the program for poor attendance at school.
10. All school rules apply to the students on the cooperative career education programs.

- All courses listed under Cooperative Career Education apply toward the Practical Arts graduation requirements.
- **Independent Study** is not available in Cooperative Career Education.

Career and Community Partnerships I

Credit: 2 (cr/nc classroom only)	Level: III
Grade Offered: 11, 12	Annual AT5481 AT5482
Work Experience	Annual AT6611 AT6612
(Students must enroll in both class room and work experience.)	
Prerequisite:	16 years-old and approval of parents, counselor, and course coordinator

This cooperative career education program is designed to allow the student to gain experience through a part-time paid job in an area such as food services, child care, clothing, hospitality, and/or health occupations. Upon successful completion, students receive two credits annually: one for the class, in which they learn about career choices and the world of work and one for their related work experience. Students are required to work approximately 15-20 hours per week in an approved job. Students and parents are also required to sign a "Student Agreement and Training Memorandum" in which the guidelines are reviewed. See p. 71 for guidelines.

Career and Community Partnerships II

Credit: 2 (cr/nc classroom only)	Level: III	
Grade Offered: 12	Annual	AT5491
		AT5492
Work Experience	Annual	AT6621
		AT6622
(Students must enroll in both classroom and work experience.)		
Prerequisite:	Career & Community Partnerships I	

This cooperative career education program is designed as a continuation of Career and Community Partnerships I. Upon successful completion, students receive two credits annually: one for the class, in which they learn about career choices and the world of work and one for their related work experience. Students are required to work approximately 15-20 hours per week in an approved job. Students and parents are also required to sign a "Student Agreement and Training Memorandum" in which the guidelines are reviewed. See p. 71 for guidelines.

Industrial and Related Occupations I

Credit: 2 (cr/nc classroom only)	Level: III
Grade Offered: 11, 12	Annual AT4311

		AT4312
Work Experience	Annual	AT4411
		AT4412
(Students must enroll in both class room and work experience.)		
Prerequisite:	16 years-old and approval of parents, counselor, and course coordinator	

This course, commonly called IRO, is designed for students who wish to obtain experience in the world of work prior to graduation from high school with the purpose of enabling the student to make a better career choice after high school. The experience must be industrial-occupation oriented. It gives students an opportunity to use skills obtained from courses that they have been taking in high school. The main objective is to develop in each student the abilities, attitudes, and skills necessary to assure a more successful transfer from school oriented activities to adult living. Students and parents are also required to sign a "Student Agreement and Training Memorandum" in which the guidelines are reviewed. See p. 71 for guidelines.

Industrial and Related Occupations II

Credit: 2 (cr/nc classroom only)	Level: III
Grade Offered: 12	Annual AT4321
	AT4322
Work Experience	Annual AT4421
	AT4422
(Students must enroll in both classroom and work experience.)	
Prerequisite: Industrial and Related Occupations I	

This course is an extension of IRO I. Students are expected to continue obtaining experience in the world of work within the community. Different occupations may be tried, if desired. The classroom instruction is individualized to meet each student's personal needs. Experience on the job must be industrial-occupation oriented.

Students and parents are also required to sign a "Student Agreement and Training Memorandum" in which the guidelines are reviewed. See p. 71 for guidelines.

CAREER AND COMMUNITY PARTNERSHIPS I & II

This program is designed for students who wish to pursue an interest in the following career areas.

Food Areas	Restaurant management, cook, assistant cook, baker, waiter, waitress, bus person, catering assistant, counter help in a fast-food restaurant/deli/bakery/bagel shop/ice cream shop, grocery store worker (deli/produce/bakery), dietary aide, kitchen-dish room help in cafeteria/hospital/nursing/retirement home
Child Care	Aide in a day care/nursery school, park district recreation program
Health Occupations	Dental/orthodontist assistant, nurse's aide, orderly in a hospital/nursing home
Fashion/Clothing	Stock/sales clerk at a clothing store, sales clerk at a fabric/craft store, dry cleaners clerk
Housing/	Stock/sales clerk at bath shop/furniture store/frame shop
Interior Design	Stock/floor help at housing warehouse, assistant help for a decorator (interior design shop), floral design work, floral shop employee
Hotel Management	Front desk clerk

INDUSTRIAL AND RELATED OCCUPATIONS (IRO) I & II

This program is designed for students who wish to pursue an interest in the technical and industrial career areas.

Auto Technology/	Auto mechanic, technician, auto porter, body/fender auto detailing
Mechanic Service	Service writer, auto parts clerk
Building Trades/ Construction	Carpentry, roofing, plumbing, electrician, glazier, tile installer, painter, masonry, cement/asphalt installer
Electronics Service & Repair	Computer installation and repair, television/radio repair, audio system installation, industrial lighting, and service
Metal Work/Fabrication	Welding, machinist, sheet metal fabricator
Building Maintenance	Commercial/residential maintenance and repairs/HVAC
Transportation/Distribution	Shipping/receiving clerk, equipment repair
Graphics/Design/Printing	Printer, stripper, binder, design layout, photo lab technician
Drafting/CAD	CAD, architecture/machine drafting, blue print reader
Landscaping	Lawn/garden maintenance, tree installation, exterior grounds
Cosmetology	Shampoo person, hair stylist, cosmetology schooling
Small Engines	Repair and service
Computers	Programming and system installation, trouble shooting, graphic design

Driver Education

TBD, Division Chair
TEL: SC (708) 579-7439, NC (708) 579-6381
FAX: (708) 579-6726
EMAIL: tbd@lths.net

Applied Arts Division Philosophy

The Applied Arts Division mission is to develop students that are life-long learners through their engagement in the integration and application of multiple curricular areas. The Division offers diverse learning opportunities through three departments for all students and prepares students to make life decisions in education, career, family, leisure, and life skills.

Driver Education Department Philosophy

The Driver Education Department is dedicated to developing the safest, most courteous, knowledgeable, and skillful drivers. The information and skills learned in Driver Education will help students maneuver successfully in the complex environment in which we drive today.

- Lyons Township High School offers Driver Education that is approved by the Illinois State Board of Education and endorsed by the Illinois Secretary of State office.
 - Prerequisite: each student attending any public or non-public high school in the District must receive a passing grade in at least 8 semester courses during the previous 2 semesters prior to enrolling in the Driver Education program.
 - Driver Education is offered for Grades 10-12 (11 & 12 by special arrangement) at South Campus during the regular school year, and it is offered as part of the Summer Academic Program.
 - 2013 Summer School registration eligibility date:
 - ⇒ freshmen must be born on or before 12/31/97
 - 2013-2014 Registration eligibility dates are as follows:
 - ⇒ sophomores in first semester must be born on or before 2/29/98
 - ⇒ sophomores in second semester must be born on or after 2/29/98
 - The fee for Driver Education is \$150 payable to L.T.H.S. and a \$20 fee to the Secretary of State, which covers the cost of the permit and a 3 year driver's license.
 - The Secretary of the State of Illinois does not allow LT to give students their permit any earlier than 30 days prior to the start of the Driver Ed course.
-

Classroom

Credit:	1/2	Level:	III
Grade Offered:	10, 11, 12	One semester	
		Fall	DR9116
		Spring	DR9117
	9, 10, 11, 12	Summer school	
Prerequisite:	At least 15-years-old and have passed at least eight classes (four credits) in the previous two semesters.		

The Classroom phase of Driver Education is the only requirement for graduation at LTHS. (See pgs. v and 6).

Classroom: meets every other day and emphasizes the classroom standards listed above.

Range: students will receive 11 hours of range instruction and will develop basic car skills.

Behind The Wheel (BTW): students will receive two hours of Behind the Wheel instruction. It will take place in a dual control car with an instructor stressing the rules of the road, visual-perceptual skills, and basic car controls that were taught in the three areas above.

Driver Education Department Standards

The Driver Education Department has developed standards for each phase of the program. Listed below are the general standards for learning. The more specific and detailed standards for each phase of the course are available upon request.

Classroom Standards

- I. The student will understand signs, signals, and roadway markings.
- II. The student will understand basic car control.
- III. The student will understand making safe driving decisions using the IPDE Process.
- IV. The student will understand the laws of nature and their effects on the vehicle's performance.
- V. The student will understand how to perform basic car maneuvers.
- VI. The student will understand how to negotiate safely through intersections.
- VII. The student will understand how to share the roadway.
- VII. The student will understand how to drive in urban areas.
- IX. The student will understand how to drive in rural areas.
- X. The student will understand how to drive on expressways.
- XI. The student will understand how to drive in adverse conditions.
- XII. The student will understand how to handle emergencies.
- XIII. The student will understand the effects of driver condition on risk taking.
- XIV. The student will understand how alcohol and other drugs affect driving.
- XV. The student will understand the responsibilities of owning a vehicle.

Driving Standards

- I. The student will be able to demonstrate basic car control skills while driving on the range.
- II. The student will be able to demonstrate and develop the following skills: visual, perceptual, evaluative, decision-making, and reactionary.
- III. The student will develop and demonstrate safe vehicle control; knowledge of the **Rules of the Road** and apply them to the driving task.

Advanced Foods
Chefs 1, 2
Child Development
Family Health Issues
Family Relationships
Fashion and Interior Design
Foods and Nutrition
International Foods
Life Studies
Teaching Internship Elementary 1, 2, Pre-School
Career Internship Program

Family & Consumer Sciences

TBD, Division Chair

TEL: SC (708) 579-7439, NC (708) 579-6381

FAX: (708) 579-6726

EMAIL: tbd@lths.net

Applied Arts Division Philosophy

The Applied Arts Division's mission is to develop students that are life-long learners through their engagement in the integration and application of multiple curricular areas. The Division offers diverse learning opportunities for all students and prepares students through its 3 departments to make life decisions in education, career, family, leisure, and life skills.

Family and Consumer Sciences Department Philosophy

The Family and Consumer Sciences Department empowers individuals and families across their life spans to manage the challenges of living and working in a diverse, global society. The department's unique focus is on the family, work, and their interrelationships. The goal of Family and Consumer Sciences is to prepare students to become life-long learners. Family and Consumer Sciences has developed curricula that provide opportunities to assist students in making life decisions, and developing career, post-secondary, family, leisure, and life skills, such as

- strengthening the well-being of individuals and families;
- becoming responsible citizens and leaders in diverse settings;
- promoting optimal nutrition and wellness;
- managing resources;
- balancing personal, home, family, and work lives;
- functioning as providers and consumers of goods and services;
- appreciating human worth and accepting responsibility for one's actions (individually or collaboratively); and
- finding success in both family and work.

Programs

South Campus 9-10

North Campus 11-12

Child Development
Family Relations



Child Development

Child Development
Teaching Internship Preschool
Teaching Internship Elementary 1, 2
Family Relationships
Family Health Issues

Culinary Arts
Nutrition



Foods and Nutrition
Advanced Foods

Foods and Nutrition
Advanced Foods
International Foods
Chefs

Design



Fashion and Interior Design

Life & Career
Development



Life Studies

Career & Community Partnerships I, II

Suggested Course/Career Sequencing (please read descriptions for content and prerequisites)

Child Development/Family - Life Studies - Child Development - Family Relationships - Family Health Issues - Teaching Internship Preschool - Teaching Internship Elementary 1 & 2

Culinary Arts/Nutrition - Life Studies - Foods & Nutrition - Advanced Foods - International Foods - Chefs

Design - Life Studies - Fashion & Interior Design

Life & Career Development - Life Studies - Career & Community Partnerships I & II

TCD Connections - Culinary, Pastry Arts & Hotel Management - Early Childhood Education & Care -

Certified Nurses Assistant - Medical & Health Care Careers

Family and Consumer Sciences Department Standards

The Family and Consumer Sciences Department has established standards based on information from national and state professional organizations in the fields of sociology, family practices, foods and nutrition, consumerism, fashion and design, science, mathematics, and technology. Nine general standards were established as a result of the review of literature. Each general standard is supported by specific student learning standards, which are available upon request. Additionally, specific course standards have been developed that support the general standards, and these are distributed to students at the beginning of each semester or annual course.

Students within Family and Consumer Sciences will be able to....

1. Develop skills and strategies to explore career paths in family and consumer sciences.
2. Select and use appropriate technological instruments and formulas to solve problems, interpret results, and communicate findings.
3. Recognize and demonstrate effective verbal and non-verbal communication skills.
4. Develop and apply strategies to manage conflict and stress in individual and team situations.
5. Analyze the internal and external factors that influence individual and family wellness throughout their life spans.
6. Encourage opportunities to develop expertise, experience and emotional intelligence for transferable employability skills in relation to individual, family, career, and community roles and responsibilities.
7. Promote optimal growth and development of self, family members, and others throughout their life spans.
8. Evaluate decisions in relation to available resources and options.
9. Demonstrate leadership skills and abilities reflecting democratic ideals in the family, workplace, and community.

- One asterisk (*) indicates Dual Credit with the College of DuPage.
- Two asterisks (**) indicates Articulated Credit with the College of DuPage.
- All courses listed under Family and Consumer Sciences apply toward the Practical Arts graduation requirement except Consumer Education and Family Health Issues.
- **Independent Study** Under specific conditions as outlined on p. 25 of the **Guide**, students may make application for Independent Study. In all cases, students must secure parent, teacher, counselor, divisional, and building administration approval. Independent Study may not be taken as an 8th semester/annual course.

CHILD DEVELOPMENT & FAMILY RELATIONS

Family Relationships

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 11, 12	Fall FC5411
	Spring FC5412
Prerequisite: None	

This unique course blends together family relationships, effective communication skills, conflict resolution, goal setting, and decision-making skills. Topics covered include sibling rivalry, marriage, divorce, child abuse, human sexuality, date rape, sexual harassment, and death and dying.

Family Health Issues

Credit: 1/2	Level: III or IV
Grade Offered: 11, 12	Fall FC9051
	Spring FC9052
Prerequisite: Health and Biology or Child Development	

If you are interested in a career in medicine, nursing, psychiatry, counseling, or social work, this is the course for you! Students will learn about risk factors associated with many chronic conditions. They will research the risk factors, physical effects of the disease, and the emotional effects on family and society as they cope with chronic conditions. Armed with the knowledge of where to go physically, mentally, and psychologically to seek help and support for all involved, the student will be better equipped to help themselves and others in the management of chronic illnesses.

This course will be taught by a FCS teacher and a Health teacher. Students will receive general elective credit for the course.

Child Development

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 9, 10	Fall FC5656
	Spring FC5657
11, 12	Fall FC5651
	Spring FC5652
Prerequisite: None	

Is a career in education, obstetric or pediatric medicine, social work, or psychology appealing to you? If yes, this is the course for you. This course covers information from

conception to age five in the areas of physical, intellectual, social, and emotional development. Application of theory is practiced through a four-week preschool lab with 3-5 year old children. This course includes a parenting component designed to help students think through the responsibilities, satisfactions, and stresses of parenthood. **If the student intends to take Teaching Internship (Preschool/Elementary), he/she must earn a grade of B or better in Child Development (cr/nc grade not accepted).**

Teaching Internship - Preschool **

Credit: 1/2 or 1	Level: IV
Grade Offered: 11, 12	Fall FC6551
	Spring FC6552

Prerequisite: B or better in Child Development (cr/nc grade not accepted)

This class is for students truly interested in a career related to preschool teaching, child psychology, social work, and/or pediatric care. Working with preschool and kindergarten age students (non-paid) is the focus of this course which is offered the last period of the day. Students enrolled in this course are required to have a TB skin test at their cost prior to placement in the school/preschool center. This class is offered as an annual or semester course. Three hours of articulated credit may be available from College of DuPage for students receiving a grade of B or better.

Teaching Internship - Elementary 1

Credit: 1	Level: IV
Grade Offered: 12	Fall FC6531
	Spring FC6532

Prerequisite: B or better in Child Development (cr/nc not accepted)

This course is for students interested in a career in teaching or a career related to teaching, child psychology, social work, or pediatric care. It provides an introduction to teaching as a profession as well as real life experience as a teacher aide in District 204's associate schools where students will be implementing methodology learned in the classroom. The course is block scheduled for 9th and 10th periods allowing students to intern at their assigned schools. The course also covers a variety of perspectives on current educational topics relevant to the teaching on current educational topics relevant to the teaching profession.

Teaching Internship – Elementary 2

Credit: 1 Level: IV
 Grade Offered: 12 Spring FC6562
 Prerequisite: Teaching Internship Elementary 1

This course is a continuation of Teaching Internship 1. Successful completion of Teaching Internship I is required to enroll in Teaching Internship 2. Course Structure is a block schedule of 9th and 10th periods allowing for students to intern at District 204's associate schools. Students continue to work on honing their teaching skills, and lesson planning. The course also covers a variety of perspectives on current educational topics relevant to the teaching profession.

Students earn Dual Credit with College of DuPage upon successful completion of both Teaching Internship 1 and 2.

CULINARY ARTS & NUTRITION

Foods and Nutrition

Credit: 1/2 (cr/nc) Level: III
 Grade Offered: 9, 10 Fall FC5226
 11, 12 Spring FC5227
 Fall FC5221
 Spring FC5222

Prerequisite: None

The information in this beginning course is designed to become the basis upon which students build a lifetime of good nutrition and physical wellness. Students are given the tools necessary to plan and prepare food for a healthy life. They will work cooperatively in group lab experiences using principles of meal planning that emphasize good nutrition. Food preparation areas include fruits, vegetables, breads and cereals, dairy products, eggs, and dessert items. Also emphasized are consumerism, time management, and the role of exercise in wellness.

Advanced Foods

Credit: 1/2 (cr/nc) Level: IV
 Grade Offered: 9, 10 Fall FC5236
 11, 12 Spring FC5237
 Fall FC5231
 Spring FC5232

Prerequisite: Foods & Nutrition

Students will have the opportunity to further explore topics and refine skills from Foods & Nutrition. Students will prepare more complicated food products such as appetizers, main courses, souffles, pies and pastries, and will develop more advanced skills such as garnishing, candy making, and cake decorating. Meal preparation (including working with meats such as chicken, pork, beef, fish and seafood) gourmet foods, and entertainment techniques will also be the focus of this class. Students will participate in the preparation and serving of food at school functions. Students will study for their sanitation certificate as part of the class.

International Foods

Credit: 1/2 (cr/nc) Level: IV
 Grade Offered: 11, 12 Fall FC5311
 Spring FC5312

Prerequisite: Foods and Nutrition

Students study foods and cultures from various regions of the United States and from different countries around the world. While studying cultural information about other countries, students practice food preparation techniques and proper sanitation procedures. Skills and abilities will be developed in the areas of personal food selections and preparation techniques. Homework and projects are part of this course

Chefs (dc)

Credit: 1 Level: IV
 Grade Offered: 11, 12 Fall FC5871
 Spring FC5872

Prerequisite: Foods and Nutrition

Key points of this course will be management, catering, and quantity food preparation. Students will develop skills needed to manage workers, time schedules, food costs, market orders, required to participate in catering events before, during or after school. This course can be repeated. Students will study for their sanitation certificate as part of the class.

DESIGN

Fashion and Interior Design

Credit: 1/2 (cr/nc)	Level: IV
Grade Offered: 11, 12	Fall FC5281
	Spring FC5282
Prerequisite: None	

Are you interested in the areas of fashion and interior design? Students will learn how designers use the elements of design to create beauty, harmony and balance in fashion and interior design. It is a project-based course that will give students the opportunity to study the history of fashion, design original fashions, and produce scaled floor plans along with other basic skills needed for working in the field of design.

LIFE & CAREER DEVELOPMENT

Life Studies

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 9, 10	Fall FC5356
	Spring FC5357
Prerequisite: None	

This survey class is a semester-long sampler platter exploring the various main courses available in the Family and Consumer Sciences Department. Communication, goal setting, decision-making, and interpersonal relationships are emphasized throughout the semester. You will learn about yourself, your family, child development, and parenting which could lead to taking Family Health Issues, Family Relationships, Child Development or Teaching Internship class. Also included in this sample platter are units of food preparation, meal management, and design which will make you hunger to learn more in the Foods sequence and Fashion and Interior Design. This highly recommended sampler will tempt any student to come back and order main courses from the Family and Consumer Sciences Department menu!

Career and Community Partnerships I

Credit: 2 (cr/nc classroom only)	Level: III
Grade Offered: 11, 12	Annual FC5481
	FC5482
	Annual FC6611
	FC6612

Work Experience
(Students must enroll in both
classroom and work experience.)

Prerequisite: 16 years-old and approval of parents, counselor, and course coordinator

This Cooperative Career Education program is designed to

allow the student to gain experience through a part-time paid job in an area such as food service, child care, clothing, hospitality, and/or health occupations. Upon successful completion, students receive two credits annually: one for the class, in which they learn about career choices and the world of work and one for their related work experience. Students are required to work approximately 15-20 hours per week in an approved job.

Students and parents are also required to sign a "Student Agreement and Training Memorandum" in which the guidelines are reviewed. See p. 71 for guidelines.

Career and Community Partnerships II

Credit: 2 (cr/nc classroom only)	Level: III
Grade Offered: 12	Annual FC5491
	FC5492
	Annual FC6621
	FC6622

Work Experience
(Students must enroll in both
classroom and work experience.)

Prerequisite: Career & Community Partnerships I

This Cooperative Career Education program is designed as a continuation of Career and Community Partnerships I. Upon successful completion, students receive two credits annually: one for the class, in which they learn about career choices and the world of work; and one for their related work experience. Students are required to work approximately 15-20 hours per week in an approved job. Students and parents are also required to sign a "Student Agreement and Training Memorandum" in which the guidelines are reviewed. See p. 71 for guidelines.

Career Internship Program

Credit: 1/2 (dc)	Level: IV
Grade Offered:	Fall FC5551
	Spring FC5552
	Summer FC5558, FC5559

This course is designed for the student who is seeking work experience in an area that wish to pursue as a career upon graduation or after attending college. The student will apply for the internship through the department that they wish to receive credit for the experience. The student will work a minimum of 90 hours during the semester for credit for the course. The student will have weekly contact with the supervising teacher, develop a culminating project based upon the experience, be evaluated by the supervising teacher and the employer for the final grade. The student is responsible for their own transportation to and from the work place. This course may be taken for dual credit. It is the sole discretion of each department team to recommend the student for a work internship, application does not guarantee admission.

FAMILY AND CONSUMER SCIENCES CAREERS

- No asterisk - entry level position; high school graduation usually required
- *Some post high school education usually required
- **College degree usually required

Career Areas	Courses	Careers	Careers
Apparel/Fashion Design	Life Studies Fashion & Interior Design Career & Community Partnerships	Tailor Buyer** Company representative** Drapery maker Dressmaker* Fabric designer* Fashion designer** Fashion illustrator* Seamstress	Textiles technician* Color manager/colorist Facilities renovation Purchasing agent Visual merchandiser Educational marketing Store planner Trend director Assistant in production development
Interior/House Design	Fashion & Interior Design Career & Community Partnerships	Building and remodeling consultant* Buyer Equipment designer* Equipment salesperson* Furniture designer** Interior designer** Interior decorator** Print manager and Computer Aided Design operator	Contract/commercial design Residential design** Space planner* Kitchen and bath designer* Restaurant designer* Design in environments for special populations** Remodeling Historic preservation Realtor*
Foods/Nutrition	Life Studies Foods & Nutrition International Foods Chefs 1 & 2 Food Science Career & Community Partnerships	Pastry chef* Cook* Dietician* Food inspector** Food broker* Food technician* Food scientist** Military Nutrition Educator** Restaurant management	Menu planning Nutrition and health writing* Hospitality* Sports nutrition** Recipe development** Private practice Food promotion Wellness centers Government agencies (USDA, WIC, EFNEP)
Child/Human Development	Life Studies Child Development Teaching Internship Preschool Teaching Internship Elementary Family Health Issues Career & Community Partnerships	Day Care center director** Day Care center worker* Extension specialist Child life/hospitalized child care provider Residential youth care provider Early childhood education**	Elementary education** Secondary education** Child care service and referral provider Crisis nursery** At-risk youth programming*
Family Relations	Life Studies Family Relationships Family Health Issues	Case worker** Family counselor** Social worker** Counselor Psychologist Career coach	Family life educator** Marriage enrichment Volunteer coordinator Support group coordinator Publish health/public aid Crisis hotline programs
Consumer Management	Career & Community Partnerships	Consultant** Companies Consumer Banker Marketing Specialist** Advisor** Consumer communication/media specialist	Product information specialist Consumer educator Consumer advocate Consumer complaint investigator/mediator Consumer relations specialist Lobbyist

Family & Consumer Science Classes

When choosing Annual Courses, you will need the first and second semester codes.

Freshman Courses

Fall Only

FC5226	Foods and Nutrition
FC5236	Advanced Foods
FC5356	Life Studies
FC5656	Child Development

Spring Only

FC5227	Foods and Nutrition
FC5237	Advanced Foods
FC5357	Life Studies
FC5657	Child Development

Sophomore Courses

Fall

FC5226	Foods and Nutrition
FC5236	Advanced Foods
FC5356	Life Studies
FC5656	Child Development

Spring Only

FC5227	Foods and Nutrition
FC5237	Advanced Foods
FC5357	Life Studies
FC5657	Child Development

Junior and Senior Courses

Annual

FC5481/2	Career & Community Part. I
FC5491/2	Career & Community Part. II
FC6551/2	Teaching Internship - Preschool
FC6611/2	Work Exp Career/Comm Part I
FC6621/2	Work Exp Career/Comm Part II

Fall Only

FC5231	Advanced Foods
FC5871	Chefs
FC9051	Family Health Issues
FC5411	Family Relationships
FC5281	Fashion and Interior Design
FC5221	Foods and Nutrition
FC5311	International Foods
FC6531	Teaching Internship 1 Elementary
FC6551	Teaching Internship Preschool
FC5651	Child Development

Spring Only

FC5232	Advanced Foods
FC5872	Chefs
FC9052	Family Health Issues
FC5412	Family Relationships
FC5282	Fashion and Interior Design
FC5222	Foods and Nutrition
FC5312	International Foods
FC6532	Teaching Internship 1 Elementary
FC6562	Teaching Internship 2 Elementary
FC6552	Teaching Internship Preschool
FC5652	Child Development

Fall or Spring

FC5551/2	Career Internship
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English I
English I Humanities
English II
English II Cross-Curricular Integration
English II Interpersonal Communication
English III American Literature
English III American Studies
English III Composition
English III AP Language and Composition
English IV World Literature
English IV Literacy Expressions: Creating & Reflecting
English IV The Visual Word
English IV Global Literature
English IV AP Literature & Composition

English Language Learning

Beginning ELL
Intermediate ELL
Advanced ELL
Beginning Reading ELL
Beginning Tutorial ELL
Intermediate/Advanced Tutorial ELL
Language Learning Experience ELL
(summer only)

Language Arts Electives

Creative Writing I
Creative Writing 2
Journalism: Journalistic Writing
Journalism: Newspaper Production (Lion)
Journalism: Yearbook Production (TAB)
Philosophy of Self-Knowledge
Radio/TV: Radio/TV Arts
Radio: WTLT Management
Radio: WTLT Production
Speech: Speech Arts
Theatre: Acting
Theatre: Improvisation & Mime
Theatre: Playwriting
Theatre: Stagecraft
Theatre: Stage Lighting & Design
Theatre I: Introduction to Theatre
LTTV Television Production
Career Internship Program

Language Arts

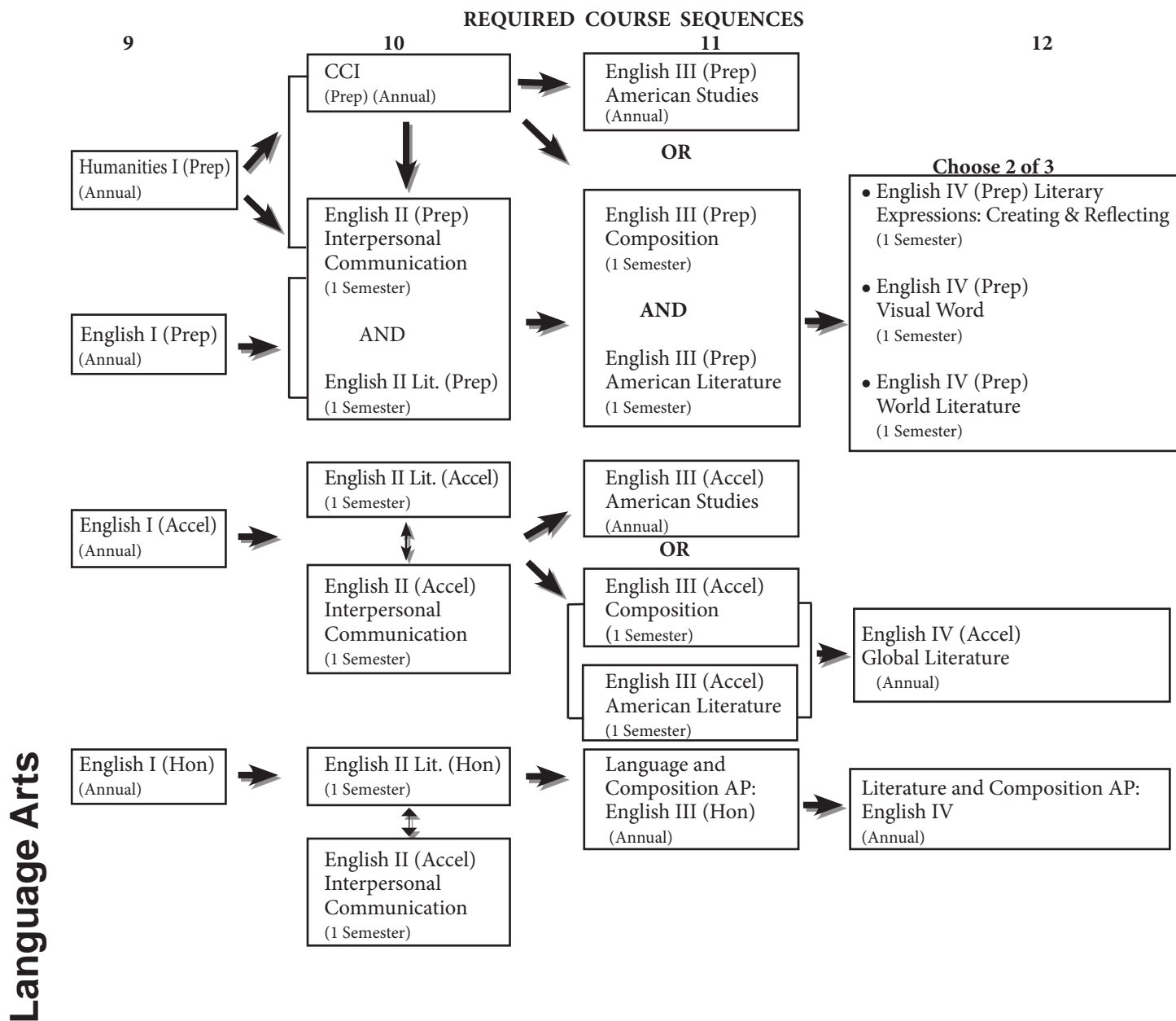
Ms. Karen Raino, Division Chair
 TEL: SC (708) 579-6563, NC (708) 579-6402
 FAX: (708) 579-6036
 EMAIL: kraino@lths.net

Mr. Toby Casella, Assistant Division Chair
 TEL: SC (708) 579-6561
 FAX: (709) 579-6497
 EMAIL: tcasella@lths.net

Language Arts Philosophy

The Language Arts Division believes that in order to become responsible and humane citizens who can intelligently contribute to society, students must understand the roles of language in the human experience and develop skills in communicating clearly, effectively, and honestly.

Language Arts by its very name suggests that students will study the language in its oral and written context and recognize the value and importance of the artistic use of language. At the center of this process is the development of the student's critical thinking skills coupled with the development of a variety of means to express those thoughts. To these ends, the Language Arts Division provides students with the necessary basic skills of reading, writing, speaking, and listening. Furthermore, it provides ample opportunities to critique and create literature, drama, speech, and media.



LANGUAGE ARTS ELECTIVE AREAS AND SEQUENCES

Creative Writing (11-12 only)

- Creative Writing 1 (Prep/Accel)



- Creative Writing 2 (Accel)

English Language Learners (ELL)

South Campus 9-10

- Beginning Reading ELL
- Beginning ELL
- Intermediate ELL
- Advanced ELL
- Beginning, Intermediate & Advanced Tutorial ELL
- World History ELL (Global Studies)
- Health ELL (Physical Education)

North Campus 11-12

- Beginning Reading ELL
- Beginning ELL
- Intermediate ELL
- Advanced ELL
- Beginning, Intermediate & Advanced Tutorial ELL
- U.S. History ELL (Global Studies)

Journalism

South Campus 9-10

- Journalistic Writing



North Campus 11-12

- Newspaper Production (LION)
- Journalism: Yearbook Production (Tabulae)

Radio/TV

South Campus 9-10

- Radio/TV: Radio TV Arts
- Radio: WLTL Summer Programming

- LTTV Production (Summer)
- Radio/TV: Radio TV Arts

North Campus 11-12

- Radio: WLTL Production
- Radio: WLTL Management
- Radio: WLTL Summer Programming

- TV Production

Speech (School 9-12)

- Speech: Speech Arts

Theatre

South Campus 9-10

- Theatre: Introduction to Theatre
- Theatre: Acting

North Campus 11-12

- Theatre: Acting
- Theatre: Improvisation and Mime
- Theatre: Playwriting
- Theatre: Stagecraft
- Theatre: Stage Lighting and Design
- Theatre: Summer Stock

Other Elective Offerings North Campus 11-12

- Inter-Disciplinary Workshop (IDW) (Grade 11 only)
- Philosophy of Self-Knowledge

Language Arts Division Standards

The Language Arts Division has established five academic standards for student learning that guide and challenge students. Additionally, specific standards relating to each course have been developed and are distributed to students at the beginning of each course.

Standard I

Reading

- A. Read with comprehension and fluency using a variety of reading strategies
- B. Understand and appreciate classical and contemporary literature representing various genres, cultures, eras, and ideas

Standard II

Writing

- A. Write with clarity of thought, focus, language, and syntax for varying audiences and purposes
- B. Use writing as a tool for reflection, creative expression, and discovery of personal voice

Standard III

Presenting/Listening/Developing Media Literacy

- A. Communicate effectively for varying audiences and purposes using spoken and visual language
- B. Listen, view, and respond respectfully to perspectives other than one's own
- C. Analyze media with understanding and fluency using a variety of strategies

Standard IV

Researching

- A. Generate questions and anticipate research problems for self-directed inquiry
- B. Gather, evaluate, and synthesize data from a variety of sources to communicate discoveries in ways that suit purpose and audience

Standard V

Aesthetics

- A. Explore the arts to build an understanding of self and culture
- B. Elect process-oriented performance classes to translate the experiences and understanding of literature into products (e.g., Theatre, Speech, Stagecraft, Lighting, Radio, Television, LION, and TAB)

- **Independent Study** Under specific conditions as outlined on p. 25 of the Guide, students may submit an application for Independent Study. In all cases, students must secure parent, teacher, counselor, divisional, and building administration approval. Independent Study may not be taken as an 8th semester/annual course.

English I (Prep)

Credit: 1	Level: III
Grade Offered: 9	Annual LA5116 LA5117
Prerequisite: None	

The Preparatory curriculum is designed to give students an exposure to many literary genres and types of writing. Students are introduced to core skills that will be reinforced throughout the sequence of courses at LT including strategies designed to help them improve their ability to read, write, listen, and research more effectively. Writing activities are highly structured early in the year with an expectation for students to develop into more independent writers, readers and thinkers. Grammar is primarily taught within the context of the writing and reading material. Vocabulary is emphasized to improve reading comprehension.

English I Humanities (Prep)

Credit: 1	Level: III
Grades Offered: 9	Annual LA5046 LA5047
Prerequisite: Recommendation for Humanities block	

English I Humanities is one course of three that make up the Humanities block designed to integrate the curricula of world history, English, and reading. Students are taught reading skills through the thematic teaching of content. The course explores the events of world history and the literature and non-fiction that relate to those time periods as well as make connections with current world issues. Students benefit from a lower student to adult ratio, access to current technology, and the flexibility of a three-hour block of time. The structure of the course incorporates Prep level instruction in reading, writing, listening, speaking, and researching while infusing 21st century and critical thinking skills with brain-based learning.

Reading I Humanities

Credit: 1	Level: III
Grades Offered: 9	Annual LA5036 LA5037
Prerequisite: Recommendation for Humanities block	

Reading I Humanities is one course of the three that make up the Humanities block designed to meet the individual needs of students in an interdisciplinary environment with integrated curricula joining English,

world history, and reading. Students are taught reading skills through the thematic teaching of content. The course explores the events of world history and the literature and non-fiction that relate to those time periods as well as make connections with current world issues. Students benefit from a lower student to adult ratio, access to current technology, and the flexibility of a three-hour block of time. The structure of the course incorporates Prep level instruction in reading, writing, listening, speaking, and researching while infusing 21st century and critical thinking skills with brain-based learning.

English I (Accel)

Credit: 1	Level: IV
Grade Offered: 9	Annual LA7116 LA7117
Prerequisite: None	

The Accelerated curriculum is designed to challenge students with above-average reading and writing abilities. Intensive reading selections cover the genres of short story, drama, epic poetry and historical fiction, building from the short story to longer, more complex works while the study of poetry is integrated throughout the course. Selections are studied to emphasize the mastery of early high school skills in reading, writing, speaking, listening, media literacy, researching, and aesthetics. Grammar is studied in the context of writing. Vocabulary building is integrated with reading to prepare students for the analysis of more sophisticated works. Writing instruction involves mastering a single paragraph essay and progressing to multiple paragraph writing. Independent reading is required for two of the four quarters.

English I (Hon)

Credit: 1	Level: V
Grade Offered: 9	Annual LA8116 LA8117
Prerequisite: None	

The Honors curriculum is designed for students who have demonstrated a potential for high achievement in the study of literature, composition, and language arts. Mastery of early high school skills is expected as a prerequisite, allowing for the student in the Honors class to apply those skills to complex interpretation and synthesis of a wide range of literary genres and types of writing. Linked with composition, studies of language and vocabulary encourage students to express ideas with clarity, coherence, and precision. Writing, research,

vocabulary study, and reading are all integrated to challenge students to make sense of complex issues such as the legacy of slavery in America. Summer reading is required, along with a journal based on responses to these texts.

English II (Prep)

Credit: 1/2 Level: III
 Grade Offered: 10 Fall LA5126
 Spring LA5127
 Prerequisite: English I (Prep), Humanities I (Prep) or division recommendation

The English II (Prep) curriculum is designed to continue the exploration of genres and types of writing begun freshman year. Students will focus on fiction, non-fiction, and poetry, which they are required to analyze, interpret, and evaluate. Students move to mastery of core early high school skills that will be reinforced throughout the sequence of courses at LT including strategies designed to help them improve their ability to read, write, listen, speak, present and analyze media more effectively.

English II (Prep) Cross Curricular Integration (CCI)

Credit: 1 Level: III
 Grade Offered: 10 Annual LA5226
 LA5227

Prerequisite: Recommendation from Humanities or by English or Math/Science chair approval

English CCI is one course of a two-hour block that combines language arts, reading and biology. Students will continue the exploration of genres and types of writing begun freshman year in Humanities in a project-based setting, focusing on the analysis, interpretation, and evaluation of fiction, non-fiction and poetry as it mirrors, integrates, or deepens the study of biology. This course also examines how people communicate, why people communicate, and what factors affect communication both positively and negatively. Critical thinking skills and strategies learned in this course in conjunction with biology will help students critique media messages that surround us.

English II (Prep): Interpersonal Communication

Credit: 1/2 Level: III
 Grade Offered: 10 Fall LA5026
 Spring LA5027

Prerequisite: English I (Prep), Humanities I (Prep) or division recommendation

This course examines how people communicate, why people communicate, and what factors affect communication both positively and negatively. Whether one is giving a speech, participating in a group, or engaging in any other communication activity, this course will help students to interact more effectively with others. Critical thinking skills and strategies learned in this course will help students critique the media messages that surround us. While the course includes assessments of reading and writing skills, the primary assessments are performance-based, speaking opportunities.

English II (Accel)

Credit: 1/2 Level: IV
 Grade Offered: 10 Fall LA7126
 Spring LA7127

Prerequisite: English I (Accel) or division recommendation

This course continues the exploration of genres and the writing process begun freshman year. Students will analyze, interpret and evaluate both fiction and nonfiction while employing reading strategies unique to each genre. Activities and writing assignments are designed to measure the mastery of early high school skills. Students are expected to demonstrate independent thought through discussion, composition and oral presentation. Synthesis of these skills is demonstrated through a variety of activities including in-depth research and literary analysis.

English II (Accel): Interpersonal Communication

Credit: 1/2 Level: IV
 Grade Offered: 10 Fall LA7256
 Spring LA7257

Prerequisite: English I (Accel), English I (Hon) or division recommendation

This course examines how people communicate, why people communicate, and what factors affect communication both positively and negatively. Whether one is giving a speech, participating in a group, or engaging in any other communication activity, this course will help students to interact more effectively with others. Critical thinking skills and strategies learned in this course will help students critique the communication messages that surround them. The primary assessments for the course are performance-based speaking opportunities; the reading and writing expectations are commensurate with an accelerated level of study.

English II (Hon)

Credit: 1/2	Level: V
Grade Offered: 10	Fall LA8126
	Spring LA8127
Prerequisite: English I (Hon) or division recommendation	

This course continues the Honors level expectations and rigor established during the freshman year. Students must demonstrate mastery of written conventions and be capable of interpreting, synthesizing, and evaluating a wide range of literary genres. Students are exposed to many forms of the written word through the reading of essays and the participation in a writer's workshop where students become experts in various rhetorical categories while simultaneously improving their writing skills. Emphasizing critical thinking, students will engage in literary analysis, peer editing of writing, studies of language.

English III (Prep): American Literature

Credit: 1/2	Level: III
Grade Offered: 11	Fall LA4431
	Spring LA4432
Prerequisite: English CCI, English II (Prep), English II Lit/Comm (Prep) or division recommendation	

English III Prep American Literature is designed to expose students to a variety of literary genres and styles and to teach them to engage these styles critically and creatively. Students will study plays, poetry, novels, and short stories that animate and explore American experiences of the 19th, 20th, and 21st centuries. Students will also continue to develop their writing, especially in the areas of sentence variety and fluency, incorporating and explaining evidence, developing arguments, and transitioning between ideas.

English III (Accel): American Literature

Credit: 1/2	Level: IV
Grade Offered: 11	Fall LA7131
	Spring LA7132
Prerequisite: English II (Accel) or division recommendation	

Students will investigate uniquely-American themes through literature, non-fiction and poetry. With a strong emphasis on critical reading skills, students explore the diversity within contemporary American society as they examine themes that reveal the depth and breadth of American culture. In addition, students engage in creative and analytical approaches to the writing process connected to our study of the literature.

English III (Prep): American Studies

Credit: 2 (1 credit for English & 1 credit for U.S. History)	Level: III
Grade Offered: 11	Annual LA5741
	LA5742
Prerequisite: English CCI, English II (Prep) or English II Lit/Comm (Prep) or division recommendation	

American Studies III (Prep) is designed for students who want to try something a little different, yet meet all the requirements of the English III (Prep) and U.S. History (Prep) courses. The course meets daily in a two-hour block of time. This structure creates the flexibility to more fully explore the people and events that helped shape this country's history and the literature that is informed by that history. For instance, while studying past and current trends of immigration, students will participate in a simulation of Ellis Island, read short stories written by or about immigrants, and debate the melting pot and salad bowl views of American society. This course involves group work/collaboration, reading, writing, researching and tests that are geared to writing, researching, and tests that are geared to all English III (Prep) and U.S. History (Prep) students. This class also incorporates the English III composition requirement.

English III (Accel): American Studies

Credit: 2 (1 credit for English & 1 credit for U.S. History)	Level: IV
Grade Offered: 11	Annual LA7411
	LA7412
Prerequisite: English II (Accel) or (Hon) or division recommendation	

American Studies is a combination of U.S. History and American literature that meets daily in a two-hour block of time during which, most often, two classes are team taught by two teachers in one large classroom. It meets all the requirements for college preparatory English and U.S. History credit. The combination of literature and history allows students to see the connections between American culture and the historical forces that shaped it. The class is organized thematically; for example, while studying war, students read *The Things They Carried* and *Slaughter House Five* in literature and study the World Wars and Vietnam War in history while working on projects related to the idea of war and protest. These experiences often include a hands-on approach to history and literature through which students may cook a meal, throw a 20s party, give a toast or become involved in social issues. This challenging course will reward students who are intellectually curious and willing to extend themselves. This course also often relies

on group work and projects. Throughout the course, major emphasis is placed on written analytical skills that synthesize information from both courses and argumentation skills in preparation for college expectations.

English III (Prep): Composition

Credit: 1/2	Level: III
Grade Offered: 11	Fall LA6201 Spring LA6202
Prerequisite: English CCI, English II (Prep), English II Lit/Comm (Prep) or division recommendation	

Composition focuses on developing a community of writers through detailed examination of the writing process in a variety of genres. Students in English III (Prep) Composition will develop and enhance skills in reading, ranging from decoding to processing, in order to study author's purpose, audience, and language conventions. Using a diverse selection of American literature as models ranging from short story and autobiography to dialogue and satire, writers will become skilled at recognizing the multiple ways language is used as a means of communication. Students will participate in a holistic writing process, which guides them through idea generation, drafting, revision for content, revision for style, editing, and reflection. This course is student-centered, where students will help each other improve their writing by peer editing and revision, all the while working toward two multi-genre essays. They will use critical thinking skills to complete a variety of written assignments designed to explore student-selected topics.

English III (Accel): Composition

Credit: 1/2	Level: IV
Grade Offered: 12	Fall LA7891 Spring LA7892
Prerequisite: English II (Accel) or division recommendation	

This course exposes students to the many genres of the written word through a workshop approach to writing. Students will employ the writing process throughout the semester with the opportunity to draft, revise, edit, conference, and complete a variety of written assignments that deal with personal identity and American issues. A strong emphasis will be placed on assignment revision and reframing of the author's message. Students will have the opportunity to work through this process with relatively unfamiliar and creative assignments. The culmination of the course is a portfolio collection of polished, multi-genre pieces.

English III (Honors): Language and Composition AP

Credit: 1	Level: V
Grade Offered: 11	Annual LA8311 LA8312
Prerequisite: English II (Hon) or division recommendation	

AP English Language & Composition differs from other high school English courses in its focus on rhetoric. Throughout their course of study, students will think deeply about language as a persuasive tool and about the dynamic relationship of writer, context, audience, and argument as discovered in the American experience. According to the College Board, upon completion of the Language and Composition course, students should be able to analyze and interpret samples of good writing, apply effective strategies and techniques, create and sustain arguments, demonstrate an understanding and mastery of standard written English, write in a variety of genres, and move through the stages of the writing process with careful attention to inquiry and research. Students who complete this course will be prepared for and should sit for the AP Language and Composition examination. Summer reading is required.

English IV (Prep): World Literature

Credit: 1/2	Level: III
Grade Offered: 12	Fall LA5211
	Spring LA5212
Prerequisite: American Studies (Prep), English III (Prep) or division recommendation	

This course focuses on the search for self-identity within various familial and cultural contexts. Topics such as tradition, heritage, love, revenge, generation gaps, independence and loss are explored. Students will study *Night, Like Water for Chocolate, Hamlet* and *Catcher in the Rye*, as well as other supplementary readings and films. Students will also participate in a wide range of imaginative and analytical activities including writing, projects, presentations and discussions.

English IV (Prep): Literary Expressions: Creating and Reflecting

Credit: 1/2	Level: III
Grade Offered: 12	Fall LA4361
	Spring LA4362
Prerequisite: American Studies (Prep), English III (Prep) or division recommendation	

This course focuses on developing curiosity and reflective practices to promote meaningful, life-long learning through the study of literature and art. Emphasis is placed on an experiential and holistic approach that will engage students in a variety of activities to stimulate the creative process. Students will read a variety of fiction and non-fiction works, including *How to Think Like Leonardo da Vinci*, a book that celebrates the creative genius of all individuals, and *Tuesdays with Morrie*, a book that explores lessons in living a meaningful and fulfilling life. Topics such as curiosity, observation, paradox, logic and imagination will be explored. This course is student centered and actively involves students in the study of "self" while improving reading, writing, and thinking skills.

English IV (Prep): The Visual Word: Turning Literature into Film

Credit: 1/2	Level: III
Grade Offered: 12	Fall LA4391
	Spring LA4392
Prerequisite: American Studies (Prep), English III (Prep) or division recommendation	

This course gives students the opportunity to study literature through the interpretation of filmmaking and films. Students analyze an author's use of literary devices and evaluate a director's ability to recreate these qualities in film. Artistic techniques such as lighting,

editing, and cinematography are studied as ways to build traditional literary concepts such as characterization, plot, and theme. The semester culminates in an independent evaluation and presentation of a single director's body of work.

English IV (Accel): Global Literature

Credit: 1	Level: IV
Grade Offered: 12	Annual LA7241
	LA7242
Prerequisite: American Studies (Prep), English III (Accel) or division recommendation	

This Global Literature course provides a rich palette of writers sharing their stories. Through exciting, interesting, and artful storytelling, we will see how authors wrestle with what it means to be human: how universal forces shape us; how we evolve through psychological, religious, and philosophical contradictions; how we experience a loosening and expanding of our boundaries, a raised sensitivity as we see what authors present for us to consider. This rigorous course in reading, writing, thinking, and researching honors the craft and voice of many classic and contemporary writers from around the globe.

English IV (Honors): Literature & Composition AP

Credit: 1	Level: V
Grade Offered: 12	Annual LA8241
	LA8242
Prerequisite: English III (Hon) or division recommendation	

The Honors English program culminates in Literature and Composition AP. Designed for students who are highly motivated and have achieved a high level of language arts skill, the course prepares students for the English Literature and Composition AP Exam, according to the curricular requirements described in the AP English Course Description, as well as for college courses in literature and writing. The course includes an intensive study of selected works from various genres from *Beowulf* to contemporary literature. Emphasis is on close reading of novels, plays, essays, and poetry, followed by discussion and written analysis of those texts. All student compositions require a critical understanding of the textual details and themes found in the literature studied. Students will have opportunities to write and revise formal, extended analyses and timed in-class responses. Moreover, students will be provided with instruction and feedback on their writing assignments throughout the process of their compositions. Summer reading is required. Some of the authors studied in the course include Shakespeare, Gardner, Conrad, Woolf, Ellison, Heller and Joyce.

LANGUAGE ARTS ELECTIVE AREAS AND SEQUENCES

- An * asterisk following “credit” indicates a course which may be applied towards the Creative Arts graduation requirements.
- **Independent Study** Under specific conditions as outlined on p. 25 of the Guide, students may make application for Independent Study. In all cases, students must secure parent, teacher, counselor, divisional, and building administration approval. Independent Study may not be taken as an 8th semester/annual course.

Creative Writing 1 (Prep)

Credit: 1/2* (cr/nc) Level: III
 Grade Offered: 11, 12 Fall LA6211
 Spring LA6212
 Prerequisite: English II (Prep), English II Lit/Comm
 (Prep), English CCI

This is a class for anyone who has a passion for reading, an appreciation for the written and spoken word, and a desire to record what one has thought and lived through a combination of workshops, exercises and discussions. We will explore the process of writing short fiction, dramatic scripts, creative non-fiction and poetry; provide both active readers and thoughtful responses; and emphasize the development of critical skills that are useful for revising and editing writing.

Creative Writing 1 (Accel)

Credit: 1/2* (cr/nc) Level: IV
 Grade Offered: 11, 12 Fall LA7811
 Spring LA7812
 Prerequisite: English II

See the course description for Creative Writing 1 (Prep). Skills taught and practiced in the preparatory level course are taught and practiced here in greater depth.

Creative Writing 2 (Accel)

Credit: 1/2* (cr/nc) Level: IV
 Grade Offered: 11, 12 Spring LA7822
 Prerequisite: Creative Writing I (Accel) or
 recommendation by the teacher of
 Creative Writing 1 (Prep)

Building on the skills developed in Creative Writing 1, this course gives the student more practice in writing short fiction, dramatic scripts, and poetry. Each student is offered the opportunity to select one or more of the aforementioned areas of study and to specialize in that

genre. The student can expect a supportive workshop setting, careful consideration of his/her work, and individual guidance in the reading and writing of his/her chosen area for writing.

Journalism: Journalistic Writing

Credit: 1/2* Level: IV
 Grade Offered: 9, 10 Fall LA5736
 Spring LA5737

You'll interview students, write stories that could get published in the student newspaper, and solve the problems that typically face reporters and editors. Designed to offer students background and practice in basic journalism concepts and skills, Journalistic Writing units include news gathering/interviewing, news writing, feature writing, headline writing, copy editing, press law, and page design. Oral and written communication skills, as well as critical thinking and problem solving skills, will be exercised. Stories written for class assignments may be published in the **Lion**. Journalistic Writing students may apply for membership on **Lion** staff during their sophomore year.

Journalism: Newspaper Production (*Lion*)

Credit: 1* (dc)	Level: IV
Grade Offered: 11, 12	Annual LA5711 LA5712
Prerequisite: A grade of B or better in Journalistic Writing, and an application-interview process, including an English teacher recommendation	

Students do all the work necessary to produce the award-winning school paper, *Lion*. Staff positions include managing editor, copy editor, advertising manager, photo manager, page editors (news, sports, opinion, in-depth, and feature), photographer, and reporter. Staff members gather news, research and write copy, and help complete pages. Students who hope to be photographers are urged to take Photography (p. 59). Because this is a student publication, all responsibilities, from the planning of the content and design of an issue to the developing and printing of photos and the completion of the paper on Macintosh computers, are handled by students. After school work is necessary for the completion of each issue.

Journalism: Yearbook Production (*Tabulae/TAB*)

Credit: 1* (dc)	Level: IV
Grade Offered: 11, 12	Annual LA5721 LA5722
Prerequisite: A portfolio, five teacher recommendations, (including one from the current English teacher), an application; and an interview	

Producing the yearbook is the responsibility of the **Tab** editors selected for this course. Editors, writers, photographers, and layout-designers are involved in the study of such journalistic principles as copy writing and copy fitting, interviewing, layout/design, headline writing and headline counting, photography and photo-cropping, proofreading, and yearbook staff organization. Mutual cooperation within these areas of specialization and the ability to share in the production efforts of other staff members outside of the specialized areas will be required. Leadership roles will be defined, and leadership skills will be developed as the staff serves the school and the community. Separate staff applications will be available through English classes in May. Do **not** register in the usual manner. Wait until May when applications are available.

Philosophy of Self-Knowledge

Credit: 1/2 (cr/nc)	Level: IV
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Grade Offered: 11, 12

Fall LA4141

Spring LA4142

Prerequisite: None

This course is a survey of the history of western philosophy from the pre-Socratics to Bertrand Russell. The goal of the course is to introduce the student to the study of interesting and relevant ideas and to offer a range of responses to such questions as "Who am I?" "What is the meaning of life?" "What is the nature of the external world?" "Is there a difference between what we claim to believe and what we claim to know?" and "What is knowledge?" Some of the philosophers discussed in class are Plato, Aristotle, Descartes, Kant, Schopenhauer, and Wittgenstein. The course covers such topics as Determinism, Existentialism, the problem of evil, and arguments in the philosophy of religion and ethics. The prerequisite skills for taking the course include the ability to read a text critically, to listen attentively, to take effective notes, and to reflect upon abstract concepts and various belief and value systems. Students are able to use their notes for all quizzes and tests. The course is recommended for students who are interested in psychology, literature, history, and/or science.

Radio/TV: Radio/TV Arts

Credit: 1/2* (cr/nc)	Level: III
Grade Offered: 9, 10	Fall LA9116 Spring LA9117
Prerequisite: None	

Students are introduced to basic broadcasting skills and the role of radio and television in our society. Broadcasting history, media terminology, radio and TV production techniques, advertising, and the business aspects of media are studied. Students will be given opportunities to explore the influence of the audio and video media on education, business, and their personal lives. Students will learn the fundamentals of radio and television production through activities using the South Campus radio studio, handheld video cameras and digital editing equipment.

Radio: WLTL Management

Credit: 1* (cr/nc)	Level: IV
Grade Offered: 11, 12	Annual LA9711 LA9712

For a limited number of staff positions, WLTL faculty advisors select applicants who best meet the following criteria:

1. Have completed all local and federal testing;
2. have one year WLTL experience;
3. demonstrate character, leadership, and service as defined by the WLTL manual; and
4. submit a completed application and undergo an interview.

Students learn radio management procedures and practices in promotion, sales, programming, engineering, news, sports, public service, research, and FCC law. Students are involved in the operation and management of WLTL. This class is comprised of the WLTL student executive board and students interested in the responsibility of media and business management. This course provides continuous evaluation of WLTL through daily seminars with advisors. This course provides actual on-the-job management training and skills for advanced students in the broadcasting curriculum. Introductory parliamentary procedure is also taught.

Radio: WLTL Production

Credit: 1/2* (cr/nc)	Level: III
Grade Offered: 11, 12	Fall LA9151 Spring LA9152

Prerequisite: None

Students learn how to operate radio broadcasting and production equipment as they learn how a radio station is staffed and operated. Students write, research, and produce various programs for WLTL and learn to operate all equipment for their productions. This course also includes all the training a student needs to operate WLTL. The course develops student skills in audio production techniques, becoming an on-air talent, news and script writing and operating all of the technical controls. You and the programs you produce will air both pre-recorded and live on the school's radio station, 88.1 FM, WLTL.

Speech: Speech Arts

Credit: 1/2* (cr/nc)	Level: III
Grade Offered: 9, 10, 11, 12	Fall LA5016 Spring LA5017 Fall LA5011 Spring LA5012

Prerequisite: None

This course is a traditional public speaking class with concentrations in organization, content, and delivery. Students will present a variety of speeches using multiple methods. The course is designed to improve poise and self-confidence in all speaking situations and to develop logical thinking skills in academic and business situations. It is good preparation for the Interpersonal Communications course. It is also an excellent way to further the skills learned in Interpersonal Communications.

Career Internship Program

Credit: 1/2 (dc)	Level: IV
Grade Offered:	Fall LA5551 Spring LA5552 Summer LA5558, LA5559

This course is designed for the student who is seeking work experience in an area that wish to pursue as a career upon graduation or after attending college. The student will apply for the internship through the department that they wish to receive credit for the experience. The student will work a minimum of 90 hours during the semester for credit for the course. The student will have weekly contact with the supervising teacher, develop a culminating project based upon the experience, be evaluated by the supervising teacher and the employer for the final grade. The student is responsible for their own transportation to and from the work place. This course may be taken for dual credit. It is the sole discretion of each department team to recommend the student for a work internship, application does not guarantee admission.

Theatre: Acting

Credit: 1/2* (cr/nc) (dc) Level: III
 Grade Offered: 10, 11, 12 Fall LA9241
 Prerequisite: None

This beginning acting course provides students opportunities for learning the basic techniques and skills of dramatic and comic performance. Theatre games and exercises, monologues, duet scenes and reader's theatre are taught. Performances for school and community audiences MAY occur during the second nine weeks of the course. A second semester's work may be taken for credit.

Theatre: Improvisation and Mime

Credit: 1/2* (cr/nc) (dc) Level: III
 Grade Offered: 11, 12 Spring LA9222
 Prerequisite: None

The first half of the course concentrates on mime. Students learn pantomime techniques and scenario development while performing individual mimes, mimes to music, and duet mimes. Movement is then combined with improvisational acting techniques (acting without a script), all of which culminate in performance opportunities for school and community groups.

Theatre: Playwriting

Credit: 1/2* (cr/nc) (dc) Level: III or IV
 Grade Offered: 11, 12 Fall LA9311
 Spring LA9312
 Prerequisite: None

This course is designed to familiarize students with the collaborative process of playwriting for the theatre. Students will gain experience in the writing of monologues and scenes, the structuring of comedic and dramatic material, and the function of rewrites in the rehearsal process. Students will also read published plays. The final product will be an original short play. Selected plays may be produced for public performance.

Theatre: Stagecraft

Credit: 1/2* (cr/nc) (dc) Level: III
 Grade Offered: 11, 12 Fall LA5511
 Spring LA5512
 Prerequisite: None

This course is a one-semester course which includes building, rigging and flying of scenery and scene painting for plays produced by LT in the Reber Center for the Performing Arts and the South Campus Performing Arts Center. A second semester's work may be taken for credit.

Theatre: Stage Lighting and Design

Credit: 1/2* (cr/nc) (dc) Level: III
 Grade Offered: 11, 12 Fall LA6711
 Spring LA6712
 Prerequisite: None

This one-semester course includes theory and practice of stage lighting. Focus, repair, setting, color media, and switchboard operation are studied. A second semester's work may be taken for credit.

Theatre: Introduction to Theatre

Credit: 1/2* (cr/nc) Level: III
 Grade Offered: 9, 10 Fall LA9216
 Spring LA9217
 Prerequisite: None

This survey course introduces students to performance and history. Students will study varying aspects of theatre history from the ancient Greeks to the origins of Western Drama and the Modern Masters. Students are assessed through written work and performances which may include monologues, scene work, and short one-act plays.

LTTV Television Production

Credit: 1/2* (cr/nc) (dc) Level: III or IV
 Grade Offered: 9, 10 Fall LA9276
 Spring LA9277
 11, 12 Fall LA9271
 Spring LA9272
 Prerequisite: None

Students learn elements of television production and digital filmmaking. The course explores pre-production (writing, planning, design), production (using the cameras, lights, microphones, and other equipment), and post-production (editing, graphics, music). Students work with LTTV's studio, production truck, portable equipment, and editing suites in a hands-on, workshop environment. Students will complete a variety of individual and group projects, and will be required to work as crew members on production truck and studio shoots, outside of class time. The projects that students produce may even be aired on LTTV! The elective may be repeated, with more advanced projects and responsibilities being involved.

Note: South Campus students taking TV Production will commute 10th period to North Campus.

Summer Academic Programs

Radio: WLTl Summer Programming

Credit: 1/2* (cr/nc) Level: III
 Grade Offered: 9, 10 Summer LA9176
 11, 12 Summer LA9171

Prerequisite: None

This course is offered so that students may qualify for on-air work at WLTl. Students already qualified will do advanced work while operating the station during the summer. Students will learn the goals, policies, procedures of the student-operated radio station, and will study the WLTl Manual, FCC rules and regulations, announcing techniques, equipment operation procedures, and production techniques. By the end of the three-week session, students will be qualified to DJ on the air and produce programs using the production studios. This course enables students to qualify for on-air work during the next school year.

Theatre: Summer Stock (Summer Academic Program only)

Credit: 1/2* (cr/nc) Level: III
 Grade Offered: 9, 10 Summer LA6451
 11, 12 Summer LA6452
 Prerequisite: None

Enjoy everything theater has to offer - movement, acting, building, painting sets, lighting, make-up, and more. Only for the very interested, this whirlwind tour through theater will end in a performance in the Reber Center. Limited enrollment.

LTTV Production

Credit: 1/2 (cr/nc) Level: III or IV
 (CR/NC at Level III credit only)
 Grade Offered: 9—12 Summer LA9271
 Prerequisite: None

Students learn elements of television production and digital filmmaking. The course explores pre-production (writing, planning, design), production (using the cameras, lights, microphones, and other equipment), and post-production (editing, graphics, music). Students work with LTTV's studio, production truck, portable equipment, and editing suites in a hands-on, workshop environment. Students will complete a variety of individual and group projects, and will be required to work as crew members on production truck and studio shoots, outside of class time. The projects that students produce may even be aired on LTTV! The elective may be repeated, with more advanced projects and responsibilities being involved.

Language Arts Classes

When choosing Annual Courses, you will need the first and second semester codes.

Freshman Courses

LA5036/7	Humanities Reading
LA5046/7	Humanities English
LA5116/7	Eng I Prep
LA7116/7	Eng I Accel
LA8116/7	Eng I Hon

Elective Fall Only Creative Arts

LA5736	Journalistic Writing
LA9276	LTTV Production (NC)
LA9116	Radio/TV Arts
LA5016	Speech Arts
LA9216	Intro to Theatre

Elective Spring Only Creative Arts

LA5737	Journalistic Writing
LA9277	LTTV Production (NC)
LA9117	Radio/TV Arts
LA5017	Speech Arts
LA9217	Intro to Theatre

Sophomore Courses

Annual

LA5226/7	English II CCI- Prep
LA5116/7	English I – Prep
LA7116/7	English I – Accel
LA8116/7	English I – Hon

Required Semester Courses

LA5026/7	IPC Eng II Prep
LA5126/7	English II – Prep
LA7256/7	IPC Eng II Accel
LA7126/7	English II – Accel
LA8126/7	English II – Hon

Elective Fall Only Creative Arts

LA5736	Journalistic Writing
LA9276	LTTV Production (NC)
LA9116	Radio/TV Arts
LA5016	Speech Arts
LA9216	Intro to Theatre
LA9246	Theatre Acting

Elective Spring Only Creative Arts

LA5737	Journalistic Writing
LA9277	LTTV Production (NC)
LA9117	Radio/TV Arts
LA5017	Speech Arts
LA9217	Intro to Theatre

Junior and Senior Courses

LA5741/2	English III Prep: Am. Studies
LA7411/2	English III Accel: Am. Studies
LA8311/2	English III Hon/AP: Lang & Comp
LA7241/2	English IV Accel: Global Lit
LA8241/2	English IV AP: Lit. & Comp.
LA9711/2	Radio: WLTL Management

Required Semester Courses Fall & Spring

LA4431/2	English III-Prep: Am. Literature
LA7131/2	English III-Accel: Am. Literature
LA6201/2	English III Prep: Composition
LA7891/2	English III Accel: Composition

LA5211/2	English IV-Prep: World Lit
LA4361/2	English IV Prep: Lit Ex: Cr & Ref
LA4391/2	English IV Prep: Visual Word

Elective Fall Only

LA6211	Creative Writing 1 Prep
LA7811	Creative Writing 1 Accel.
LA4141	Philosophy of Self Knowledge
LA9271	LTTV Production
LA9151	Radio: WLTL Production
LA5011	Speech: Speech Arts
LA9241	Theatre: Acting
LA5511	Theatre: Stagecraft
LA6711	Theatre: Stage Lighting & Design
LA9311	Theatre : Playwriting

Elective Spring Only

LA6212	Creative Writing I Prep
LA7812	Creative Writing I Accel
LA7822	Creative Writing II Accel
LA4142	Philosophy of Self Knowledge
LA9272	LTTV Production
LA9152	Radio: WLTL Production
LA5012	Speech: Speech Arts
LA9222	Theatre: Improvisation & Mime
LA5512	Theatre: Stagecraft
LA6712	Theatre: Stage Lighting & Design
LA9312	Theatre: Playwriting

Fall or Spring

LA5551/2	Career Internship
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Did you know these famous people majored in English?

- Dave Barry - Writer, Humorist
- Carol Browner - Former Head of the Environmental Protection Agency
- Johnny Carson - Talk Show Host
- Tom Clancy - Writer
- Mario Cuomo - Former Governor of New York
- Matt Damon - Actor
- Michael Eisner - Former CEO of Disney
- Kathryn Fuller - Former CEO of the World Wildlife Fund
- A. Bartlett Giamatti - Former President of Yale; Former Commissioner of MLB
- Stephen King - Author
- Arthur Miller - Playwright
- Paul Newman - Actor
- Conan O'Brien - Talk Show Host
- Joe Paterno - College Football Coach
- Sally Ride - Astronaut
- Diane Sawyer - Broadcast Journalist
- Martin Scorsese - Filmmaker
- Paul Simon - Songwriter
- Dr. Seuss - Children's Author
- Harold Varmus - Nobel Laureate in Medicine
- Barbara Walters - Broadcast Journalist
- Pete Wilson - Former Governor of California
- Renee Zellweger - Actress



University of Arkansas Little Rock, English Department Web Page

Have you ever considered a career as a...

- | | | |
|-----------------------------|------------------------|--------------------------|
| Publications Careers | Performing Arts | Communication |
| Columnist | Actor/Actress | Announcer |
| Editor | Camera Operator | Disc Jockey |
| Editorial Cartoonist | Cinematographer | Radio Management |
| Freelance Writer | Director | TV Management |
| Journalist | Drama Critic | TV Production |
| Literary Critic | Film Maker | |
| Novelist | Lighting Designer | Education Careers |
| Playwright | Lighting Technician | Interpreter |
| Poet | Screen Writer | Librarian |
| Prose Writer | | Teacher/Professor |
| Publisher Reporter | Marketing | Researcher |
| Publisher | Advertising | |
| Reporter | Marketing Agent | |
| Writer | Advertising Management | |

English Language Learning

Beginning ELL

Intermediate ELL

Advanced ELL

Beginning Reading ELL

Beginning Tutorial ELL

Health ELL

Intermediate/Advanced Tutorial ELL

Language Learning Experience ELL (summer only)

US History ELL

World History ELL

English Language Learners

English Language Learning (ELL)

English Language Learning courses are part of an integrated program that supports language acquisition through focused Health, Language Arts, and Social Studies courses for students determined to be an English Language Learner (ELL). The ELL Program provides and accelerates English language acquisition skills so students may become proficient in English, leading to success in their schoolwork and in life. All ELL courses are also listed in the **Guide** in their respective departments.

English Language Learner (ELL) identification and confirmation will be determined by results from the ACCESS test given annually to qualifying incoming freshmen for Beginning ELL, Intermediate ELL, Advanced ELL, and transfer students as needed.

Beginning ELL

Credit: 1 (dc)	Level: III
Grade Offered: 9, 10	Annual LA9036
	LA9037
11, 12	Annual LA9031
	LA9032

Prerequisite: English Language Learner (ELL) identified and confirmed, and approval of ELL Coordinator

This course, which students may repeat for credit as often as necessary, helps students with little or no fluency in English gain basic communication skills in listening, speaking, reading, and writing. These students also enroll in Beginning ELL Reading.

Intermediate ELL

Credit: 1 (dc)	Level: III
Grade Offered: 9, 10	Annual LA9136
	LA9137
11, 12	Annual LA9131
	LA9132

Prerequisite: English Language Learner (ELL) identified and confirmed, with approval of ELL Coordinator

This course, which students may repeat for credit as often as necessary, provides students with intensive practice in language skills through content vocabulary, class discussions and interactive exercises. Students will improve speaking and listening as well as reading and writing proficiencies at a level beyond the beginning stages of language acquisition. The state language assessment, ACCESS test, will be used to help determine placement for Intermediate ELL.

Advanced ELL

Credit: 1 (dc)	Level: III
Grade Offered: 9, 10	Annual LA9046
	LA9047
11, 12	Annual LA9041
	LA9042

Prerequisite: English Language Learner (ELL) identified and confirmed, and approval of ELL Coordinator

This course, which students may repeat for credit as often as necessary, provides students with intensive practice in language skills necessary for success in the regular classroom. Through lectures, class discussions, and interactive exercises, students receive ample opportunity to improve speaking and listening as well as reading and writing proficiencies.

Beginning Reading ELL

Credit: 1 (dc) (cr/nc)	Level: III
Grade Offered: 9, 10	Annual LA0856
	LA0857
11, 12	Annual LA0851
	LA0852

Prerequisite: English Language Learner (ELL) identified and confirmed, with approval of ELL Coordinator

The Beginning ELL Reading program assists students in increasing reading skills, improving reading in context and improving academic achievement. This course is designed for students with little or no fluency in English who will be identified through the ACCESS test. Students will be concurrently enrolled in Beginning ELL and Beginning ELL Tutorial.

Beginning Tutorial ELL

Credit: 1 (cr/nc) (dc)	Level: III
Grade Offered: 9, 10	Annual LA9026
	LA9027
11, 12	Annual LA9021
	LA9022

Prerequisite: English Language Learner (ELL) identified and confirmed, with approval of ELL Coordinator

This class offers students tutorial assistance with academic classes as well as skill training in areas necessary to be successful within the Beginning ELL program and/or regular education programs. This course offers students more individual attention and support. These students also enroll in Beginning ELL Reading and Beginning ELL.

Intermediate and Advanced Tutorial ELL

Credit: 1 (cr/nc) (dc)	Level: III
Grade Offered: 9, 10	Annual LA9076 LA9077
11, 12	Annual LA9071 LA9072

Prerequisite: English Language Learner (ELL) identified and confirmed, with approval of ELL Coordinator

This course, which students may repeat for credit as often as necessary, provides students with intensive practice in language skills necessary for success in the regular classroom. This course is designed for the Intermediate and Advanced ELL students as well as those students who are transitioning out of the ELL program. Through content area vocabulary, class discussions, and interactive exercises, students receive ample opportunity to improve speaking and listening as well as reading and writing proficiencies.

Health ELL

Credit: 1/2	Level: III
Grade Offered: 10	Fall PE9356 Spring PE9357

Prerequisite: English Language Learner (ELL) identified and confirmed, with approval of ELL Coordinator

This course will meet the State of Illinois Health Education requirement. This course will assist the acquisition of health education material in a sheltered environment.

U.S. History ELL

Credit: 1 (dc)	Level: III
Grade Offered: 11, 12	Annual SS3411 SS3412

Prerequisite: English Language Learner (ELL) identified and confirmed, and approval of ELL Coordinator

U.S. History ELL attempts to promote student understanding of the numerous factors which have played a part in the development of American society. Areas of concentration and study begin with the colonial period and conclude with the issues of contemporary America. Emphasis is placed on developing reading and writing skills. This course is especially designed for those students who are learning to speak, read, and write in English as their second language.

World History ELL

Credit: 1	Level: III
Grade Offered: 9, 10	Annual SS5846 SS5847

Prerequisite: English Language Learner (ELL) identified and confirmed, with approval of ELL Coordinator

World History ELL aims to help the students understand the complex world in which they live by developing awareness of the thoughts and feelings of people within their own culture, as well as relating events in the past to the present and to the future. This course is especially designed for those students who are learning to speak, read, and write in English as their second language. Students study history, geography, political systems, and social and cultural life that are basic to the study of human development.

Language Learning Experience ELL (Summer School Only)

Credit: 1/2 (cr/nc) (dc)	Level: III
Grade Offered: 9, 10 11, 12	Summer LA9056

Prerequisite: Placement scores on ACCESS test or recommendation of ELL Director and/or Associate School Language Arts Teacher / ELL Teacher

This course allows students to improve their functional literacy skills in an environment that encourages practical use of the English language using core content specific vocabulary. Students will improve their English language skills as defined by both Lyons Township and the ISBE as; Listening, Speaking, Reading and Writing. Students will increase interest and motivation to read, and be engaged in a successful high school experience prior to the start of the school year. This course gives students the opportunity to establish positive relationships with ELL teachers, peers, and community members.

English Language Learner Classes

When choosing Annual Courses, you will need the first and second semester codes.

Freshman Courses

Annual

LA0186/7	English TBA (No Test)
LA0856/7	ELL BEG Reading
LA9036/7	ELL Beginning
LA9136/7	ELL Intermediate
LA9046/7	ELL Advanced
LA9026/7	ELL Beg Tutorial
LA9076/7	ELL Inter/Adv Tutorial
SS5846/7	World History ELL

Sophomore Courses

Annual

LA0856/7	ELL Beg Reading
LA9036/7	ELL Beginning
LA9136/7	ELL Intermediate
LA9046/7	ELL Advanced
LA9026/7	ELL Beg Tutorial
LA9076/7	ELL Inter/Adv Tutorial
SS5846/7	World History ELL

Fall

PE9356	Health ELL
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Spring

PE9357	Health ELL
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Junior and Senior Courses

Annual

LA0851/2	ELL Beg Reading
LA9031/2	ELL Beginning
LA9131/2	ELL Intermediate
LA9041/2	ELL Advanced
LA9021/2	ELL Beg Tutorial
LA9071/2	ELL Int/Adv Tutorial
SS3411/2	US History ELL

Algebra
Advanced Algebra w/ Trigonometry
Calculus AB AP
Calculus BC AP
College Algebra
Computer Science A AP
Geometry
Intermediate Algebra
Seminar I - Math
Pre-Calculus
Statistics AP
Trig/Pre-Calculus
Career Internship Program

Mathematics

Ms. Michele Chapman, Division Chair
 TEL: SC: (708) 579-6580, NC: (708) 579-6409
 FAX: (708) 579-6038
 EMAIL: mchapman@lths.net

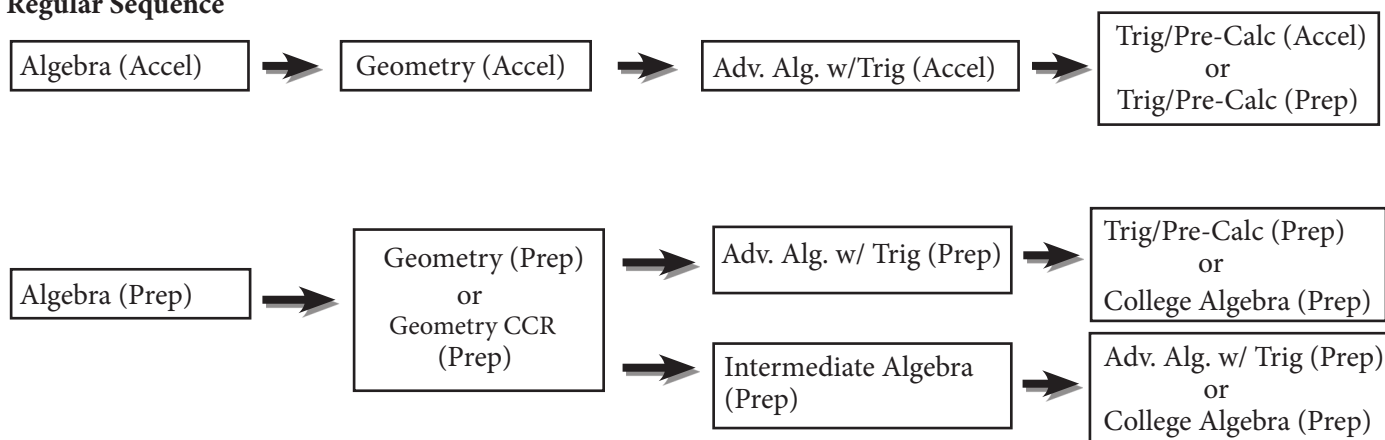
Ms. Amber Beemer, Assistant Division Chair
 TEL: SC (708) 579-6581, NC (708) 579-6412
 FAX: (708) 579-6038
 EMAIL: abeemer@lths.net

Ms. Lindsay VanderMeer, Assistant Division Chair
 TEL: SC: (708) 579-6583, NC: (708) 579-6411
 FAX: (708) 579-6038
 EMAIL: lvandermeer@lths.net

Mathematics Department Philosophy

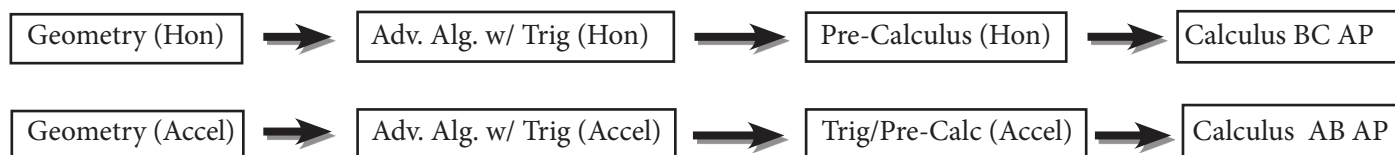
The mathematics curriculum has been developed to help students value mathematics, become confident in their abilities to do mathematics, become mathematical problem solvers, and to communicate and reason mathematically. Students, as a result of the high school mathematics experiences, should be able to model problems with the appropriate operations and equations, apply a variety of approaches and techniques to solve problems, understand the underlying mathematical features of problems, see the applicability of mathematical ideas to common and complex problems, use logical reasoning to present an argument, and employ technology to explore mathematical ideas and solve problems.

Regular Sequence



Advanced Sequence

Students who successfully completed Algebra (Accel) in Grade 7 or 8 and received a satisfactory score on the semester finals will receive one unit of high school credit on a pass/fail basis and are eligible for one of the following mathematics sequences. The high school credit will be awarded after successful completion of one year of mathematics at the high school.



Other Electives

South Campus 9-10

- Seminar I - Math

North Campus 11-12

- Computer Science A AP
- Statistics AP
- IDW

Mathematics Department Standards

The LTHS Mathematics Department has adopted the following 8 principles in conjunction with the Illinois state standards for student learning. These principles and standards guide academic programs, courses and challenge students. Additionally, specific academic course standards have also been developed. These are distributed to students at the beginning of each semester or annual course.

LTHS Mathematics Principles

Common Core State Standards for Mathematical Practice

Standard I	Make sense of problems and persevere in solving them.
Standard II	Reason abstractly and quantitatively.
Standard III	Construct viable arguments and critique the reasoning of others.
Standard IV	Model with mathematics.
Standard V	Use appropriate tools strategically.
Standard VI	Attend to precision.
Standard VII	Look for and make use of structure.
Standard VIII	Look for and express regularity in repeated reasoning.

Requirements

While a minimum of three years of high school mathematics is required for graduation, many students take four years of mathematics. The state of Illinois requires each student to take an Algebra and a Geometry class for two of the three required credits. It is suggested that students who desire to attend college study requirements specific to their school of interest. Most state universities in Illinois require three years of mathematics through Advanced Algebra for unconditional admission. Pre-Calculus may also be required.

Placement

The Division Chair evaluates the performance of each incoming student. Placements is based upon an integrated analysis of the following performance indicators.

- Standardized test scores on the EXPLORE
- Information from the eighth grade teachers

After the initial placement of incoming freshman using EXPLORE scores, 8th grade teachers review the results and recommend further changes based on skills and supports. Parents are then notified of the final placement.

Students who have completed Algebra (Accel) in the seventh or eighth grade are given a two-part, two-day test. These tests are given by their middle school teacher as the final semester exams for the course. Until the final test scores are received in June, placement for these student will be listed as “math to be assigned”. Students must achieve specific scores on the final exams and the EXPLORE test for placement into Geometry (Honors) or Geometry (Accel). Parents will be notified in June by letter regarding final placement.

Incoming Freshmen

Students who are placed beyond Algebra (Accel) will receive credit for Algebra only after s/he has successfully completed Geometry (Accel) or Geometry (Honors). Please note that credit will not appear on the student’s transcript until the end of the first semester of the sophomore year. This credit will not apply to the three years of math credit required by the state of Illinois for high school graduation, nor will the level be designated.

Due to the sequential nature of mathematics courses, students who receive F’s for first semester grades may have a level change, be dropped to a different course, and/or enter a staggered semester course.

Calculator Requirements

All Math courses require a Texas Instruments TI84+ graphing calculator.

- Calculators are available in area stores, through LTHS at freshman processing, and the LTHS Bookstore.
- Calculators will be provided to students on free and reduced lunch plans. Students and parents should contact the Bookstore.

Mathematics and Advanced Placement (AP)

A student may enroll in the following mathematics AP courses:

1. **Calculus AB AP** Students who have successfully completed Trig/Pre-Calculus (Accel) may enroll in Calculus AB AP. This two-semester course is especially designed for strong students with interest in mathematics and/or science. Completion of this course qualifies students to take the Calculus AB AP Examination.
2. **Calculus BC AP** Students who have successfully completed Pre-Calculus (Hon) may enroll in Calculus BC AP. This two-semester course is especially designed for excellent students with high interest in mathematics and/or science. Completion of this course qualifies students to take the Calculus BC AP examination.
3. **Computer Science A AP** College-bound students who have completed Advanced Algebra (Prep) or the equivalent may enroll in Computer Science A AP. This two-semester course is especially designed for students interested in programming language, such as JAVA, data structures, algorithms, and computer applications. Completion of this course qualifies students to take the Computer Science A AP examination.
4. **Statistics AP** Students who have successfully completed Advanced Algebra (Prep) or the equivalent may enroll in Statistics AP. This two-semester course is especially designed for strong students with an interest in an introductory, non-calculus based course in statistics. This course does not satisfy a college trigonometry requirement. This course qualifies students to take the Statistics AP examination.

Algebra (Prep) 131/132

Credit: 1

Level: III

Grade Offered: 9,10

Annual MA4136
MA4137

Prerequisite: None

This introductory course in algebra intensively studies the language of algebra. Students begin their study of the real number system and its properties. The course is designed to convey an understanding of the meaning and use of variables, formulas, equations and inequalities, exponents, functions, graphs, and an introduction to probability and statistics. The fundamental processes with algebraic expressions are taught, including simple cases of factoring and work with algebraic fractions. The significance of problems and of problem solving is emphasized throughout the course. Material covered in this course will not only provide students with a foundation of algebra to be applied in future courses, but will also prepare for students for college level course work.

Seminar I - Math

Credit: 1/2

Level: III

Grade Offered: 9, 10

Fall ST0816
Spring ST0817

Prerequisite: Division Chair approval

Seminar I-Math is a course that offers support for students that are enrolled in Algebra (Prep). Seminar I-Math focuses on activities and instruction to develop mathematical skills and reinforce mathematical concepts. The class is taught by a math teacher. ALEKS, a computer-based mathematics instructional tool, will complement teacher instruction. Students who struggle in Algebra (Prep) during the first three weeks of each semester will be encouraged to enroll. Students can enroll in the course as an annual, fall only, or spring only course.

Did You Know?

The National Science Foundation estimates that 80% of the jobs created in the next decade will require some form of math and science skills.

Real advice about actuarial jobs:

As with many other financial jobs, communication skills are almost as important as mathematical savvy. "Students planning an actuarial career can choose a school that offers an actuarial science major, or take appropriate courses in calculus, probability, statistics, accounting, economics, and finance to be prepared to learn actuarial techniques and applications."

American Council on Education, Sept. 2008

- An asterisk (*) following “credit” indicates a course which is applied toward the Practical Arts graduation requirement.
- **Independent Study** Under specific conditions as outlined on p. 25 of the **Guide**, students may make application for Independent Study. In all cases, students must secure parent, teacher, counselor, divisional, and building administration approval. Independent Study may not be taken as an 8th semester/annual course.

Algebra (Prep) 131/132 (staggered)

Credit: 1/2	Level: III
Grade Offered: 9, 10	Fall MA4936 Spring MA4937

Prerequisite: Algebra Prep

In this beginning course in algebra, the language of algebra is studied intensively. Students begin their study of the real number system and its properties. The course is designed to convey an understanding of the meaning and use of variables, formulas, equations and inequalities, exponents, functions, and graphs. The fundamental processes with algebraic expressions are taught, including simple cases of factoring and work with algebraic fractions. The significance of problems and of problem solving is emphasized throughout the course.

Seminar I - Math (staggered)

Credit: 1/2	Level: III
Grade Offered: 9, 10, 11	Fall ST0896 Spring ST0897

Prerequisite: Division Chair approval

Algebra (Accel) 141/142

Credit: 1	Level: IV
Grade Offered: 9	Annual MA4146 MA4147

Prerequisite: None

In Algebra (Accel), the language of algebra is studied intensively. Students begin their study of the real number system and its properties. The course is designed to convey an understanding of the meaning and use of variables, formulas, equations and inequalities, exponents, functions, and graphs. Several real life applications are used to enhance these concepts. The significance of word problems and of strategic problem solving is emphasized throughout the course. Algebra (Accel) moves at a quicker pace than Algebra (Prep) and requires proficiencies with and without the calculator.

Advanced Algebra w/Trigonometry (Prep) 231/232

Credit: 1	Level: III
Grade Offered: 10	Annual MA6236 MA6237 11,12 Annual MA6231 MA6232
Prerequisite:	Geometry (Prep) or Geometry CCR (Prep)

This course focuses on reviewing and extending the main topics of Algebra. It contains an emphasis on both an algebraic and graphic approach to learning concepts. It includes the following topics: systems of equations, matrices, quadratic functions, polynomials, exponents, logarithms, complex numbers, conic sections, sequences and series, right triangle trigonometry, radian and degree measure, law of sines, and law of cosines. The method of presentation is designed to meet the needs of students who desire a strong four year mathematical foundation for future study of mathematics and science or preparation for post-high school entrance requirements.

Advanced Algebra w/Trigonometry (Accel) 241/242

Credit: 1	Level: IV
Grade Offered: 9, 10	Annual MA7246 MA7247 11 Annual MA7241 MA7242
Prerequisite:	Geometry (Accel) or division chair approval

This course presents a more in depth treatment of the topics listed for Advanced Algebra (Prep) and also includes the topics of polynomial functions, matrices, logarithmic functions, sequences, series and probability. In addition, Advanced Algebra (Accel) will introduce many concepts necessary for Trig Pre-Calculus (Accel) such as the unit circle, trigonometric functions, law of sines, law of cosines, and radian measure.

Advanced Algebra w/Trigonometry (Hon) 251/252

Credit: 1	Level: V
Grade Offered: 9,10	Annual MA8256 MA8257
Prerequisite: Division chair approval	

This course presents the topics contained in Advanced Algebra (Prep) and also includes the topics of polynomial functions, matrix equations, logarithmic functions, sequences, series, elementary probability, conic sections, and rational functions. Problem solving with the graphing calculator is a major emphasis in this course.

Calculus AB AP

Credit: 1	Level: V
Grade Offered: 11,12	Annual MA9551 MA9552
Prerequisite: Trig/Precalculus (Accel), Pre-Calculus (Hon), or division chair approval	

Calculus AB AP is primarily concerned with developing the student's understanding of the concepts of calculus: Functions, graphs and limits, derivatives, and integrals. The course emphasizes a multi-representational approach to calculus with concepts, results, and problems being expressed geometrically, numerically, and verbally. Technology is used regularly by students and teachers to reinforce different representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. Calculus AB AP is the equivalent of a semester of college calculus. Students who take this course should plan to take the Calculus AB AP Exam.

Calculus BC AP

Credit: 1	Level: V
Grade Offered: 11, 12	Annual MA9651 MA9652
Prerequisite: Pre-Calculus (Hon) or division chair approval	

Calculus BC AP is primarily concerned with developing the student's understanding of the concepts of calculus: Functions, graphs and limits, derivatives, integrals, slope fields, and infinite series with its methods and applications. The course emphasizes a multi-representational approach to calculus with concepts, results, and problems being expressed geometrically, numerically, and verbally. Technology is used regularly by students and teachers to reinforce different representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. Calculus BC AP is the equivalent of two semesters of college calculus. Students who take this course should plan to take the Calculus BC AP Exam.

College Algebra (Prep)

Credit: 1/2 or 1	Level: III
Grade Offered: 12 only	Annual MA6321 MA6322
Prerequisite: Intermediate Algebra (Prep) or Advanced Algebra (Prep)	

College Algebra is a senior course designed to prepare students for college placement exams and entry level college mathematics courses. Semesters are taught independently of one another, offering students the opportunity to enroll as a semester or annual course. Courses do not need to be taken in sequence; therefore, a student may enroll in second semester without enrolling the first semester. Course content will focus on mathematics applications, data, probability, and financial algebra. Students will also complete projects and various classroom activities to strengthen their algebra skills.

Computer Science A AP

Credit: 1*	Level: V
Grade Offered: 11,12	Annual MA9751 MA9752
Prerequisite: Algebra II (Prep), Advanced Algebra (Prep) or equivalent	

This course is designed to prepare students for the Computer Science A AP exam. Using the JAVA language, students will study object-oriented program design, program implementations, program analysis, standards data structures and algorithms, and computing in context. Topics will include class and method design, JAVA library classes, arrays and array lists, sorting and searching, recursion and the Grid World Case Study. A minimum of 60% of class time will be spent working on programs and lab activities.

Geometry (Prep) 131/132

Credit: 1	Level: III
Grade Offered: 10	Annual MA5136 MA5137
Prerequisite: Algebra (Prep)	

This course includes a thorough investigation of the theorems and properties of Euclidean geometry, including: lines, angles, polygons, circles and 3-dimensional solids. Students will develop an understanding of logic, reasoning and proof, and apply existing knowledge of algebra to geometric concepts. Students will investigate the definitions of sine, cosine, and tangent for acute angles of right triangles using the Pythagorean Theorem.

Geometry CCR (Prep) 121/122

Credit: 1	Level: III
Grade Offered: 10	Annual MA5126
	MA5127
11, 12	Annual MA6121
	MA6122

Prerequisite: Algebra (Prep)

This course allows students to explore the core concepts of geometry through discovery learning. Students will utilize computer software, manipulatives, and work collaboratively to learn various concepts. In this course, students will acquire geometric principles and facts, develop an understanding of logical reasoning, and apply these skills in mathematical situations. This course will also offer students the opportunity to review and apply their knowledge of algebra. Unit projects will be given to enhance the material presented in class and incorporate real world type problems. Course topics include measurement, polygons and their properties, trigonometry, area, surface area, volume, and properties of circles. Students will find that this course makes connections to a variety of careers including: architecture, engineering, interior design, and construction.

Geometry CCR (Prep) 121/122 (staggered)

Credit: 1	Level: III
Grade Offered: 10	Spring MA5927
11, 12	Spring MA6922
	Fall MA6921

Prerequisite: Failure of 1st semester Geometry (Prep) or Geometry CCR (Prep)

Geometry (Accel) 141/142

Credit: 1	Level: IV
Grade Offered: 9, 10	Annual MA7146
	MA7147

Prerequisite: Algebra (Accel) or division chair approval

This course includes topics devoted primarily to plane Euclidean geometry, studied both synthetically (without coordinates) and analytically (with coordinates). Students will begin to formalize their geometry experiences using definitions and developing careful proofs. Students will learn the correspondence between numerical coordinates and geometric points, as well as the attributes and relationships of geometric objects so that they can apply skills from algebra to geometry in a more diverse context. The concepts of congruence, similarity, and symmetry are taught using geometric transformations. Students will investigate the definitions of sine, cosine, and tangent for acute angles of right triangles using the Pythagorean Theorem.

Geometry (Hon) 151/152

Credit: 1	Level: V
Grade Offered: 9	Annual MA8166
	MA8167

Prerequisite: Division chair approval

This course includes all the topics in Geometry Accel at a greater depth and faster pace. Students in this course will study coordinate geometry problems, locus problems, and various enrichment topics. Additionally, right triangle trigonometry and conics will be investigated. Material covered in this course will help prepare students for college level calculus courses.

Intermediate Algebra (Prep) 221/222

Credit: 1	Level: III
Grade Offered: 11, 12	Annual MA4221
	MA4222

Prerequisite: Geometry CCR (Prep) or Geometry (Prep) and teacher recommendation or division chair approval

This course provides a comprehensive review of Algebra topics and skills, including a focus on order of operations, solving linear equations and inequalities, graphing and writing equations of lines, solving systems of linear equations, and applications. This course will also introduce Advanced Algebra topics including solving quadratic equations, exponents and radicals, higher degree polynomial functions, conic sections, and rational functions. In additions, finite topics of trigonometry, statistics, probability and finance will also be introduced. This course is designed to improve students' Algebra skills and introduce them to the topics of Advanced Algebra as well as some Finite topics.

Intermediate Algebra (Prep) 221/222 (staggered)

Credit: 1/2	Level: III
Grade Offered: 11, 12	Spring MA4922
	Fall MA4921
Prerequisite: Staggered Geometry CCR (Prep) or failure of Intermediate Algebra (Prep)	

Pre-Calculus (Hon) 351/352

Credit: 1	Level: V
Grade Offered: 10, 11	Annual MA8351
	MA8352
Prerequisite: Advanced Algebra (Hon) and Geometry/Trig (Hon)	

This course is an extensive study of functions, advanced topics in trigonometry, matrices, combinatorics, statistics, and other topics in discrete mathematics. Calculator graphing technology is incorporated into the class in order to learn mathematics from a multifaceted approach.

Statistics AP

Credit: 1	Level: V
Grade Offered: 11, 12	Annual MA9451
	MA9452
Prerequisite: Advanced Algebra (Prep) or above	

This course is a first course in college level statistics. Most college majors and most careers including education, health care, business, engineering, and the social sciences, all require knowledge of statistics. Successful completion of this course prepares students for the AP Statistics exam. Course topics include: descriptive statistics, linear regression, design of experiments, an in depth study of probability, and 10 weeks of inferential statistics, including hypothesis tests and confidence intervals. Strong writing skills are as important as strong algebra skills to succeed.

Trig/Pre-Calculus (Prep) 331/332

Credit: 1	Level: III
Grade Offered: 11, 12	Annual MA6331
	MA6332
Prerequisite: Advanced Algebra (Prep) or (Accel) with a C or better or division chair approval	

This course is a more in depth look at advanced algebra topics from a function perspective and is a pre-requisite for any student taking calculus in college. Course topics

include: functions, polynomials, radicals, exponents & logarithms, sequences & series, trigonometry, parametric equations, and probability. Exploratory labs and calculator investigations will be the foundation for both reviewing concepts from Advanced Algebra and developing deeper connections between topics.

Trig/Pre-Calculus (Accel) 341/342

Credit: 1	Level: IV
Grade Offered: 11,12	Annual MA7341
	MA7342
Prerequisite: Advanced Algebra (Accel) or division chair approval	

This course is an extensive study of functions including trigonometric, linear, quadratic, polynomial, rational, exponential, logarithmic, and sequences. In addition, the topics of complex numbers, polar graphs, vectors, parametrics, limits, and continuity are studied. This is an extremely rigorous course and students who do not complete Advanced Algebra (Accel) with a B or better are cautioned about enrolling in the course. Students who complete this course with an above average grade of B or higher will be prepared for college calculus.

Career Internship Program

Credit: 1/2 (dc)	Level: IV
Grade Offered:	Fall MA5551
	Spring MA5552
	Summer MA5558, MA5559

This course is designed for the student who is seeking work experience in an area that wish to pursue as a career upon graduation or after attending college. The student will apply for the internship through the department that they wish to receive credit for the experience. The student will work a minimum of 90 hours during the semester for credit for the course. The student will have weekly contact with the supervising teacher, develop a culminating project based upon the experience, be evaluated by the supervising teacher and the employer for the final grade. The student is responsible for their own transportation to and from the work place. This course may be taken for dual credit. It is the sole discretion of each department team to recommend the student for a work internship, application does not guarantee admission.

Mathematics Classes

When choosing Annual Courses, you will need the first and second semester codes.

Freshman Courses

MA1005	Mathematics TBA (for students in Algebra Accel in 8th grade)
MA1105	Mathematics No test
MA4136/7	Algebra Prep 131/132
MA4146/7	Algebra Accel 141/142
MA7146/7	Geometry Accel 141/142
MA8166/7	Geometry Honors 151/152
ST0816/7	Seminar I-Math

Spring Only

MA4937	Algebra Prep 131 (Staggered)
ST0897	Seminar I-Math (Staggered)

Sophomore Courses

Annual

MA4146/7	Algebra Accel 141/142
MA4136/7	Algebra Prep 131/132
MA6236/7	Advanced Algebra Prep 231/232
MA7246/7	Advanced Algebra Accel 241/242
MA8256/7	Advanced Algebra Honors 251/252
MA5136/7	Geometry Prep 131/132
MA5126/7	Geometry CCR Prep 121/122
MA7146/7	Geometry Accel
MA8166/7	Geometry Honors 151/152
MA8351/2	Pre-Calculus Honors
MA7341/2	Trigonometry / Pre-Calc Accel
ST0816/7	Seminar I-Math

Staggered Semester

Fall only

MA4936	Algebra Prep 132 (Staggered)
ST0896	Seminar I-Math (Staggered)

Spring only

ST0897	Seminar I-Math (Staggered)
MA4937	Algebra Prep 131 (Staggered)
MA5927	Geometry CCR Prep 121 (Staggered)

Junior and Senior Courses

Annual

MA4136/7	Algebra Prep
MA4221/2	Intermediate Algebra Prep 221/222
MA6231/2	Advanced Algebra Prep 231/232
MA7241/2	Advanced Algebra Accel 241/242
MA9551/2	Calculus AB AP
MA9651/2	Calculus BC AP
MA6321/2	College Algebra
MA9751/2	Computer Science AP
MA6121/2	Geometry CCR Prep 121/122
MA6331/2	Trig/Pre-Calculus Prep 331/332
MA8351/2	Pre-Calculus Honors 351/352
MA7341/2	Trig/Pre-Calculus Accel
MA9451/2	Statistics AP

Fall or Spring

MA6321/2	College Algebra
MA5551/2	Career Internship

Staggered Semester

Fall only

MA6921	Geometry CCR Prep 122 (Staggered)
MA4921	Intermediate Algebra Prep 222 (Staggered)

Spring only

MA6922	Geometry CCR Prep 121 (Staggered)
MA4922	Intermediate Algebra Prep 221 (Staggered)

Instrumental

Concert Band
Concert Orchestra
Folk Guitar - Beginning & Intermediate
Jazz Ensemble
Symphonic Band
Symphony Orchestra
Wind Ensemble
Sinfonietta

Vocal

Concert Choir
Freshman Boys Chorus
Freshman Girls Chorus
Freshman Chorus & Vocal Techniques
Senior Madrigals
Sophomore Mixed Chorus
Treble Choir
Varsity Choir
Advanced Vocal Techniques

Related Courses

Music Theory AP
Music Design and Technology
Career Internship Program

Music

Mr. Nick Gehl, Division Chair
TEL: SC (708) 579-6585, NC (708) 579-6488
FAX: (708) 579-6786
EMAIL: ngehl@lths.net

Mr. Mark Dahl, Assistant Division Chair
TEL: NC (708) 579-6368
EMAIL: mdahl@lths.net

Fine Arts Division Philosophy

Departments of the Fine Arts Division include the Visual Arts, Music, and World Languages. They all focus on the need for individual expression and communication with others. Each area nurtures the internal development of creativity, intuition, reasoning, and imagination and offers a unique means by which thoughts and feelings can be conveyed to familiar and foreign societies. It is the belief of the Division that through these timeless disciplines, students will come to appreciate civilizations past and to contribute to the future advancement of the individual and society.

Music Department Philosophy

Focusing on the production, understanding, and value of music, students will come to understand the written piece within its time and context and apply such to their own realities. The skills, knowledge, and habits formed will enrich students' life experiences.

Instrumental Courses

- Beginning Folk Guitar
- Intermediate Folk Guitar
- Concert Band
- Concert Orchestra
- Symphonic Band
- Symphony Orchestra
- Jazz Ensemble
- Wind Ensemble
- Sinfonietta

Related Courses

- Music Design and Technology
- Music Theory AP

Vocal Courses

- Freshman Boys Chorus
- Freshman Girls Chorus
- Freshman Chorus & Vocal Techniques
- Sophomore Mixed Chorus
- Concert Choir
- Treble Choir
- Varsity Choir
- Advanced Vocal Techniques (12)
- Senior Madrigals

Music Department Standards

Standard I

Music Performance

- A. The student will demonstrate the ability to read music notation.
- B. The student will demonstrate basic elements of tone production for voice and/or instrument.
- C. The student will demonstrate well-developed ensemble skills.
- D. The student will perform in a variety of venues and configurations.

Standard II

Music Appreciation and History

- A. The student will understand and explain music in relation to history and culture.
- B. The student will critically listen to, analyze, and describe music.
- C. The student will appreciate the creative process to express emotions and feelings.

All courses listed under Music apply toward the Creative Arts graduation requirement.

- The Music Theory AP course will prepare students for the AP examination in music.
- **Independent Study** Under specific conditions as outlined on p. 25 of the **Guide**, students may make application for Independent Study. In all cases, students must secure parent, teacher, counselor, divisional, and building administration approval. Independent Study may not be taken as an 8th semester/annual course.

Related Courses

Music Design and Technology

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 11, 12	Fall MU3701
	Spring MU3702

Prerequisite: None

Designed for the student with no previous musical experience, in this course students will explore and understand music through the lens of creativity and self-expression. Initially, the course will focus on the elements of music, the nature of sound, and basic music notation. Next, students will explore a large variety of musical genres (including rock, pop, blues, world, classical and modern). Finally, with the aid of technology, students will manipulate pre-recorded sounds and create a variety of projects utilizing looping, sequencing, recording and composing.

Music Theory AP

Credit: 1 (cr/nc)	Level: V
Grade Offered: 11, 12	Annual MU5811
	MU5812

Prerequisite: Previous music training necessary

Music Theory AP is a course of study for the serious musician who aspires to a career in the music field. Students learn tonal harmonic functions through analysis, dictation, and some composition. The course includes ear training, melodic and rhythmic dictation, listening to a variety of styles of music, and analyzing representative music compositions. Music Theory AP utilizes Sibelius software to further student skills in composition and in arranging for all music genres.

Career Internship Program

Credit: 1/2 (dc)	Level: IV
Grade Offered:	Fall MU5551
	Spring MU5552
	Summer MU5558, MU5559

This course is designed for the student who is seeking work experience in an area that wish to pursue as a career upon graduation or after attending college. The student will apply for the internship through the department that they wish to receive credit for the experience. The student will work a minimum of 90 hours during the semester for credit for the course. The student will have weekly contact with the supervising teacher, devel-

op a culminating project based upon the experience, be evaluated by the supervising teacher and the employer for the final grade. The student is responsible for their own transportation to and from the work place. This course may be taken for dual credit. It is the sole discretion of each department team to recommend the student for a work internship, application does not guarantee admission.

Instrumental Courses

Beginning Folk Guitar

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 9, 10	Fall MU6616
	Spring MU6617
11, 12	Fall MU6611
	Spring MU6612

Prerequisite: None

This course is designed to develop beginning guitar techniques including flat picking and finger picking. Students will learn basic first position chords and first position notes. Each unit includes both playing activities and written assignments. Students will learn to read music and guitar tablature. Each student should have access to a personal instrument for home practice.

Intermediate Folk Guitar

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 11, 12	Spring MU6622

Prerequisite: Beginning Folk Guitar

This course is a continuation of Beginning Folk Guitar. Emphasis is placed on understanding music theory, learning moveable chords, and reading notes in fifth, seventh, and ninth position. The goals of the class are both performance-based and written. Students should have access to a personal instrument for home practice and should be able to read music, read guitar tablature, and play basic chord progressions.

Concert Band

Credit: 1 (cr/nc) (dc)	Level: III
Grade Offered: 9, 10	Annual MU5016
	MU5017

Prerequisite: Junior high/middle school band experience or audition with instructor



Students in Concert Band study standard band literature, music fundamentals, and elementary theory. They continually strive to improve their performance in the areas of tone, intonation, technique, and musicianship. The band performs at home football games, parades, and concerts. The marching band component during the first quarter results in some required after school/night rehearsals. During the concert season, students are encouraged to prepare solos and participate in small ensembles for the class, and if they wish, for competition. Performance participation is mandatory.

Concert Orchestra

Credit: 1 (cr/nc) (dc) Level: III
Grade Offered: 9, 10 Annual MU5226
MU5227

Prerequisite: Experience with orchestral string instrument and ability to read music

This course is open to freshman and sophomore players of the violin, viola, cello, string bass, and harp. Class activities include the study of music fundamentals, sight-reading, standard orchestral literature, and public performance. The Concert Orchestra members are encouraged to prepare solos and small ensembles for concerts, community programs, and the state festivals and competitions. Concert participation is mandatory.

Symphonic Band

Credit: 1 (cr/nc) (dc) Level: IV
Grade Offered: 10 (audition), 11, 12 Annual MU5031
MU5032

Prerequisite: Participation in the Concert Band or audition with instructor

Students in this course study music fundamentals and standard band literature. They continually strive to improve their performance in the area of tone, intonation, technique, and musicianship. The band performs at home football games, parades, and concerts. The marching band component during first quarter results in some required after school/night rehearsals. There is opportunity to audition for All State organizations. Band members are encouraged to prepare solos and small ensembles for concerts, community programs, and the state contest. Concert attendance/participation is mandatory.

Symphony Orchestra

Credit: 1 (cr/nc) (dc) Level: IV
Grade Offered: 10 (audition), 11, 12 Annual MU5211
MU5212

Prerequisite: Experience with orchestral string instrument and ability to read music

This course is open to junior, senior and auditioned sophomores who play the violin, viola, cello, string bass

and harp. Wind and percussion players are selected from the Wind Ensemble. Class activities include a more advanced study of music fundamentals, sight-reading, standard orchestral literature, and public performance. The Symphony Orchestra members are encouraged to prepare solos and small ensembles for concerts, community programs, and local/state festivals and competitions. Performance participation is mandatory.

Jazz Ensemble

Credit: 1 (cr/nc) (dc) Level: IV
Grade Offered: 11, 12 Annual MU6111
MU6112

Prerequisite: Audition

This course offers an advanced instrumental jazz experience through the study of works by master jazz artists. The ensemble experience will focus on the performance of a variety of jazz styles within the jazz genre. Significant time will be devoted to the study of improvisation through the study of jazz standards and the building of a jazz vocabulary. Private study is strongly recommended. **Participation is determined by audition.**

Wind Ensemble

Credit: 1 (cr/nc) (dc) Level: IV
Grade Offered: 10, 11, 12 Annual MU5321
MU5322

Prerequisite: Audition or consent of the instructor

Wind Ensemble offers an advanced instrumental experience through the study and performance of complex high school and college level works for winds and percussion. The course emphasizes advanced performance skills, musical interpretation and techniques. Through rehearsals, clinics and performances, students will broaden the musical repertoire with advanced literature of many styles and periods. Due to the soloistic nature of part assignments, there is a strong emphasis on individual preparation for rehearsals and performances. Private study on principal instrument is strongly recommended. The marching band component during the first quarter results in some required after school/evening rehearsals. **Participation is determined by audition.**

Sinfonietta

Credit: 1 (cr/nc) (dc)	Level: IV
Grade Offered: 11, 12	Annual MU5231 MU5232
Prerequisite: Audition	

Sinfonietta is determined by audition and is open to junior and senior students who play the violin, viola, cello, or bass. This course offers study and performance of advanced string orchestra literature and chamber music. Repertoire will be performed without a conductor, so soloistic playing and independent part mastery is expected. Private study on one's principal instrument is strongly recommended.

Vocal Courses

Freshman Boys Chorus

Credit: 1 (cr/nc)	Level: III
Grade Offered: 9	Annual MU4316 MU4317

Prerequisite: None

This is an introductory course for freshman boys wanting to be involved in choral singing. All boys, regardless of previous musical experience, are welcome to enroll. Choral music from different cultures and historical periods is studied, as well as basic musical terminology and technique. In order to accommodate the unique attributes of male voices, the boys participate in both a mixed voice ensemble and a male chorus on alternating days. The Freshman Chorus performs during the school day as well as in the evenings. Concert participation is mandatory.

Freshman Girls Chorus

Credit: 1 (cr/nc)	Level: III
Grade Offered: 9	Annual MU4416 MU4417

Prerequisite: None

This is an introductory course for freshman girls wanting to be involved in choral singing. All girls, regardless of previous musical experience, are welcome to enroll. Choral music from different cultures and historical periods is studied, as well as basic musical terminology and technique. In order to accommodate the unique attributes of female voices, the girls participate in both a mixed voice ensemble and a female chorus on alternating days. The Freshman Chorus performs during the school day as well as in the evenings. Concert participation is mandatory.

Freshman Chorus and Vocal Techniques

Credit: 1 (cr/nc)	Level III
Grade Offered: 9	Annual MU4216 MU4217
Prerequisite: None	Girls

This is an introductory course for freshman girls wanting to be involved in both ensemble and solo vocal music. All girls, regardless of previous musical experience, are welcome to enroll. The girls will rehearse choral music from different cultures and historical periods as well as learn basic musical terminology and technique. The large ensemble will present concerts along with the Freshman Boys and Freshman Girls Choruses. Concert participation is mandatory. The solo component of the class will involve individual monitored rehearsals with performances evaluated by class members and the instructor. Participation in the spring Solo and Ensemble Festival is encouraged.

Sophomore Mixed Chorus

Credit: 1 (cr/nc)	Level: III
Grade Offered: 10	Annual MU4516 MU4517

Sophomore Mixed Chorus is open to all sophomore boys and girls regardless of previous choral experience. Maturing vocal production and musical skills are developed through the rehearsal and performance of a wide variety of choral music from many cultures and historical periods. Public performances in the school and community during the school year require mandatory concert participation. Sophomore Chorus members may choose to audition for the IMEA District Chorus in the fall and participate in the Solo/Ensemble Festival in the spring. The Chorus presents its annual Chorus Assemblies in May.

Concert Choir

Credit: 1 (cr/nc) (dc)	Level: IV
Grade Offered: 11, 12	Annual MU5411 MU5412

Prerequisite: None

Concert Choir is open to junior and senior men. Students in this class study and perform advanced male chorus literature (TTBB) of a variety of styles and historical periods. A developing sense of tone production, sight-reading skills, and musicianship are stressed in this course, resulting in growing confidence and musical independence. Concert Choir performs in school and in the community frequently during the year. Concert attendance/participation is mandatory for each performance. Students are encouraged to audition for the IMEA Illinois All-State Chorus in the fall, the musical, and Solo/Ensemble Festival in the spring to enhance their musical development.

Treble Choir

Credit: 1 (cr/nc) (dc)
Grade Offered: 11, 12

Level: IV
Annual MU5511
MU5512

Prerequisite: None

Treble Choir is open to junior and senior women. Students in this class study and perform advanced treble-voiced literature (SSAA) of a variety of styles and historical periods. The curriculum includes an emphasis on musicianship skills such as sight-reading, ear training, and vocal independence for the maturing female voice. Treble choir performs in school and in the community frequently during the year. Concert attendance/participation is mandatory for each performance. Students are encouraged to audition for the IMEA Illinois All-State Chorus in the fall, the musical, and Solo/Ensemble Festival in the spring to enhance their musical development.

Varsity Choir

Credit: 1 (cr/nc)
Grade Offered: 12

Level: IV
Annual MU5311
MU5312

Prerequisite: Audition

Varsity Choir is an auditioned mixed choir that performs advanced SATB literature, both a cappella and accompanied. Frequent assessment of individual vocal skills requires the demonstration and application of advanced musical concepts. Advanced tone production, individual as well as group musicianship, and choral techniques are stressed. The Varsity Choir performs frequently in the school and in the community with mandatory attendance/participation expected for performances. Additional concert activities are scheduled during the school year such as exchange concerts. Students are encouraged to audition for the IMEA Illinois All-State Chorus in the fall, the musical, and Solo/Ensemble Festival in the spring as enhancements to their musical development. Auditions for Varsity Choir are held in the spring of the junior year.

Advanced Vocal Techniques

Credit: ½ (cr/nc)
Grade Offered: 12

Level: III
Annual MU5911
MU5912

Alternate days

Prerequisite: None

Advanced Vocal Techniques, a class which meets every other day, offers individual students an opportunity to develop their voice through the study and performance of solo literature. Individual and monitored rehearsals are expected with performances evaluated by class

members and the instructor. Experience in the spring Solo and Ensemble Festival is strongly encouraged. This class is often taken concurrently with Senior Madrigals. However, participation in Senior Madrigals is not required.

Senior Madrigals

Credit: 0
Grade Offered: 12

Level: None
Annual MU6941
MU6942

Prerequisite: Audition

Current junior students in the choral program can audition for Senior Madrigals in the spring of their junior year. Students selected after auditions for the ensemble concurrently enroll in NC Vocal Techniques, but do **not** receive credit for Advanced Madrigals. Advanced vocal chamber music is studied, and performances in the school and the community are frequent. These singers are encouraged to audition for the IMEA All-State Chorus in the fall and the vocal Solo/Ensemble Festival in the spring. Performance attendance/participation is mandatory.

Musical Enrichment Groups

Students enrolled in music performance groups have several opportunities to be in special ensembles. These meet outside regular class time. Ensemble members are selected from the larger performing groups. An expanded performance schedule for these groups is maintained in the school and community. There is no credit for these ensembles: Sophomore Madrigals, Junior Madrigals, Senior Madrigals, Jazz Band, Jazz Lab Band, Chamber Orchestra, and Brass Impact.

**Young people
who participate in
the Arts for at
least three hours on
three days each week
for at least one full year
are 4 times more likely
to be recognized
for academic achievement
and 3 times more
likely to win an award for school
attendance.**

*www.artsed.org/Art_Facts

Music Classes

When choosing Annual Courses, you will need the first and second semester codes.

Freshman Courses

Annual

MU5016/7	Concert Band
MU5226/7	Concert Orchestra
MU4216/7	Freshman Chorus & Vocal Techniques
MU4316/7	Freshman Boys Chorus
MU4416/7	Freshman Girls Chorus

Fall Only

MU6616	Beginning Folk Guitar
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Spring Only

MU6617	Beginning Folk Guitar
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Sophomore Courses

Annual

MU5016/7	Concert Band
MU5226/7	Concert Orchestra
MU4516/7	Sophomore Mixed Chorus

Fall Only

MU6616	Beginning Folk Guitar
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Spring Only

MU6617	Beginning Folk Guitar
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Courses requiring audition*

MU5321/2	Wind Ensemble
MU5211/2	Symphony Orchestra
MU5031/2	Symphonic Band

Junior and Senior Courses

Annual

MU5411/2	Concert Choir
MU5511/2	Treble Choir
MU5031/2	Symphonic Band
MU5211/2	Symphony Orchestra
MU5911/2	Advanced Vocal Techniques (12th Grade Only)
MU5811/2	Music Theory AP

Fall Only

MU3701	Music Design & Technology
MU6611	Beginning Folk Guitar

Spring Only

MU3702	Music Design & Technology
MU6612	Beginning Folk Guitar
MU6622	Intermediate Folk Guitar

Fall or Spring

MU5551/2	Career Internship
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Courses requiring audition*

MU5321/2	Wind Ensemble
MU6111/2	Jazz Ensemble
MU5311/2	Varsity Choir
MU6941/2	Senior Madrigals

**When students select a course requiring an audition, they must also indicate alternates they would like if they do not make audition.*

Did You Know?

**The Arts are exercise for the brain.
Scientific studies prove that 30 minutes
a day with a creative activity builds
dendrites - the brain's connectors.***

*www.artsed.org/Art-Facts

**After nine months of weekly training
in piano or voice, new research shows
young students' IQ's rose nearly
three points more than their
untrained peers.****

**Yahoo News, HealthDay, July 13, 2004



**The Arts promote
individuality,
bolster self-confidence
and improve
overall academic
performance.*****

***www.artsed.org/Art-Facts

Have you ever considered a career in?

Performing Arts

Symphony Orchestra
Administrative Personnel
Musician
Conductor
Instrumental/Choral/Ballet
Accompanist
Armed Forces Music
Popular Music Performer
Restaurant/Lounge Performer
Wedding Performer

Music Education

General Music Specialist
Music Supervisor
Private Teacher
Store Studio Teacher
Band/Orchestra Director
College/Conservatory Professor
Choral Director

Business

Retailing
Distributing of Instruments
Sales Representative
Instrument Maker
Instrument Repair
Music Publishing
Piano Tuning

Recording Industry

Recording Artist
Producer
Songwriter
Studio Musician
Recording Engineer
Mechandiser
Disc Jockey
Music Industry Attorney

Music Theater, Opera, Film

Performer
Stage Manager
Director
Costume/Set Designer
Tech Staff

Allied Fields

Music Librarian
Music Criticism
Music Communications
Publicity
Public Relations
Music for Worship
Church Organist
Concert Manager

Physical Education I, II, III & IV
Health
Dance Studies 1, 2 & 3
Exercise Physiology
Family Health Issues
Applied Personal Fitness
Introduction to Sports Medicine
SCUBA Diving
Sports Officiating
Career Internship Program

Physical Welfare

Mr. John Grundke
Physical Welfare & Co-Curricular Division Chair
 TEL: (708) 579-6393 FAX: (708) 579-6786
 EMAIL: jgrundke@lths.net

Mr. Chris Cabaj
Assistant Chair for Athletics & Intramurals
 TEL: (708) 579-6394 FAX: (708) 579-6786
 EMAIL: ccabaj@lths.net

Ms. Joann Pyritz
Assistant Chair for Health & Physical Education
 TEL: (708) 579-6576 FAX: (708) 579-6786
 EMAIL: jpyritz@lths.net

Mr. Peter Geddeis
Assistant Chair for Student Activities
 TEL: (708) 579-6543 FAX: (708) 579-6030
 EMAIL: pgeddeis@lths.net

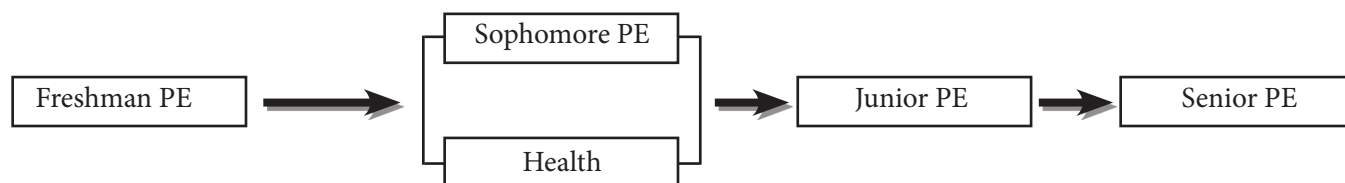
Physical Education and Health Department Philosophy

The philosophy of the Physical Education and Health Department is to fulfill the Mission Statement of Lyons Township High School which charges that our work will "...foster the full intellectual, physical, moral, and aesthetic growth of each student." The four year required base of study will use a broad variety of activities that will emphasize the promotion of a healthy lifestyle and acquisition of skills that will be valuable beyond the school setting. These include...

- the development and maintenance of personal fitness;
- the acquisition of health related knowledge, growth and development, the structure and function of body systems, illness prevention, and safety;
- the development of various movement concepts and the refinement of related motor skills;
- the exposure to life long sport and fitness activities;
- the acquisition of physical competency and the knowledge of the rules and strategies of individual and team sports as well as recreational activities; and
- the development of interpersonal skills necessary for successful living.

The far-reaching nature of our discipline requires us to include aspects of each of the three educational domains: cognitive, psychomotor, and affective.

Regular Sequence



Electives

South Campus 9-10

• Dance Studies 1 & 2

North Campus 11-12

• Dance Studies 1, 2, & 3

• Exercise Physiology

• SCUBA Diving

• Sports Officiating

• Family Health Issues

• Introduction to Sports Medicine

• Applied Personal Fitness

Physical Education and Health Department Standards

The Physical Education and Health Department has established standards for student learning that encompass its programs at all grade levels. There are six general standards which guide the department's programs and which challenge students. The department has also established more specific standards for each general area, and these are available upon request. Finally, each course and activity unit within each course have standards for student learning.

Students will be able to...

1. demonstrate and understand movement skills that are necessary components of individual, team, leisure, work, and creative activities.
2. access, analyze, and apply health and wellness information obtained through the use of technology.
3. promote and demonstrate mature and responsible social behavior while respecting diversity among others in a variety of settings.
4. understand and demonstrate the benefits of physical fitness as it relates to wellness.
5. understand the human body systems and the factors that influence growth and development.
6. understand and demonstrate basic health education principles, including the prevention and treatment of illness and injuries, while promoting healthy lifestyle behaviors.

Did You Know?

**Regular physical activity
can help reduce the risk
of heart attack,
high blood pressure,
stroke, diabetes, obesity,
osteoporosis, and
some cancers.**

**The most effective means
of maintaining a
healthy level of
body mass is
through regular
physical activity coupled
with sensible eating.**

General Information

- Students will be scheduled into modified PE in cases of physical limitations or will have their regular PE classes modified. This is done by a medical doctor's written recommendation through the Health Office. If the doctor's recommendation is such that the student's participation in his/her assigned PE class is less than 50% of the semester, then the student shall receive a medical credit for the PE quarter/semester grade. Once the medical condition no longer prohibits a student from participating in his/her PE class, the student is expected to fulfill all of the class expectations and requirements including but not limited to attendance, participation, etc.
- Freshmen, sophomores, juniors, and seniors are required to be enrolled in PE each semester excluding 1 semester of health during sophomore year.
- Freshmen and sophomores enrolled in Dance Studies 1 and 2 must also be enrolled in PE during the same semester. They do not replace nor fulfill the PE requirement.
- Dance Studies 1, 2, and 3 may only be taken for CR/NC when taken as a Creative Arts graduation requirement and/or when taken in addition to Physical Education.
- Dance Studies 2 & 3, offered at North Campus only, fulfill the PE requirement.
- Exercise Physiology and Applied Personal Fitness, when taken at North Campus, fulfill the PE requirement.
- Applied Personal Fitness and Dance Studies 3 may be replaced.

Swimming

If there is a medical reason for not being able to participate in aquatic activities, a medical doctor's note must be on file in the Health Office prior to the fall semester of the student's freshman year. A new note is required at the beginning of each year.

When this procedure is followed, the student will be allowed to select a block of PE activities which does not contain aquatics. If a note is not brought to school prior to registration of PE elective programs (beginning of each semester), the student will remain with the assigned aquatic's class.

Junior and Senior PE Exemption/Waiver Options

Students in grades 11 and 12 may request waivers from PE under the following conditions:

At the time of application for PE waiver, each student must be up-to-date in PE credits. Each request for exemption from PE will be verified and eligibility determined on a case-by-case basis by school staff in accordance with established administrative guidelines. Every student excused from PE will be provided with a full day (periods 1-10) schedule at LTHS without a study hall.

A. A senior may request an exemption from PE (second semester) to take an academic class required for admission to a specific institution by following these procedures.

1. The student must have appropriate credentials (grades and test scores) to qualify for admission to the request school.
2. The student must have a full day schedule at LTHS (periods 1-10) without a study hall.
3. Other elective classes not required for graduation nor admission to a specific institution must be dropped to provide room for the required classes before a PE waiver will be considered.
4. The student must verify that the course is required for admission by submitting a letter and the institution catalog requirement statement, and the student must appear to be otherwise admissible to that college/university in the judgement of LT staff.
5. The student must have a completed college/university application on file with the counselor including a check for the application fee.
6. A student requesting a waiver in this case will be asked to complete the waiver request form available from the class counselor. The request will be reviewed by the class counselor and division chair of PE and acted upon by the principal.
7. Under this exemption, any student dropping or losing any class during his/her school day will necessitate an immediate return to PE.

B. A senior may request an exemption from PE in order to meet graduation requirements, except the PE requirement, by following these procedures within established deadlines for schedule changes.

1. The student will submit to the counselor a request for a PE waiver with a well-defined need and a plan clearly outlined to complete graduation requirements.
 - a. Well-defined need shall be interpreted as students who are, as a result of class failure, behind in obtaining credits toward graduation.
 - b. Other options, including summer school and extension courses, must be part of the plan.
 - c. The plan must provide that the student will be eligible to graduate with his/her class or by the summer school session immediately following his/her class' graduation.
2. The student must plan a full schedule at LTHS (periods 1-10) without a study hall.
3. Other elective classes not needed for meeting minimum graduation credits must be dropped to provide room for the required classes before a PE waiver will be considered.
4. The student, except for a transfer student, must have all PE credits required for his/her status (i.e., an entering junior must have earned 1-1/2

credits of PE and 1/2 credit of Health). Fifth year students who have met PE requirements are not required to enroll in PE. A previously granted waiver will count toward the PE graduation requirement.

5. Students requesting waivers in this case will be asked to complete the waiver request form available from the class counselor. The request will be reviewed by the class counselor and division chair of PE and acted upon by the principal.
 6. Under this exemption, any student dropping or losing any class during the school day will necessitate an immediate return to PE.
- C. A junior or senior, who participates in an interscholastic athletic program (**School Code of Illinois** does not include performing groups), may request a waiver from PE under one of two options. In the event that a student exercising one of these options returns to PE within a semester for any reason, and for 50% or more of the semester, he/she will be assigned a grade for the full semester and granted full credit. The student must have a full schedule (periods 1-10) without a study hall for any of the 2 options.

Option 1: Semester or Full-Year Course

Junior and senior athletes may elect an additional credit class in lieu of PE during the semester(s) in which they are participating in interscholastic athletic competition. Junior and senior athletes may elect a year-long course in place of PE, provided that there are no other semester elective courses, other than those required for graduation, in their schedules. Verification of participation or potential participation will be made by the athletic director and the varsity coach of the sport in question. Not going out or being dropped from the athletic team will result in the immediate return to the PE class, and a grade of "W" will be assigned to the additional course. To exercise this option, the student-athlete will be asked to complete the necessary approval form available from his/her counselor prior to registration.

Option 2: Athletic Study Hall

Junior and senior athletes involved in regular interscholastic competition will be offered the option of electing a study hall in lieu of their PE classes (seasonal PE waiver) during the season of athletic participation. To be eligible for this option, students will register for and report to their assigned PE classes.

If students participate in an IHSA interscholastic sport **for more than 50%** of the semester, they will receive credit but not an academic grade for their assigned PE classes for the quarter/

semester. Credit will be assigned in these situations provided students fulfill all of the class expectations and requirements for their assigned PE classes upon returning to those classes.

If students participate in an IHSA interscholastic sport **for less than 50%** of the semester, they will receive credit for the portion of the PE class time while they participated in the interscholastic sport, but they will receive a grade based on the remaining units of their assigned PE classes. Credits and final semester grades in these situations will be assigned provided students fulfill all of the class expectations and requirements for their assigned PE classes upon returning to those classes.

Physical Education Make-up

Lyons Township High School requires the successful completion of 7 semesters of Physical Education and 1 semester of Health Education in order to graduate and to receive a high school diploma.

Students who fail a semester of Physical Education and/or Health Education are required to make-up the failed course during the semester immediately following the failure. In this way, students will be able to complete graduation requirements in a timely manner.

- An * asterisk following “Credit” indicates a course which is applied towards the Creative Arts graduation requirement when taken in addition to Physical Education.
- A (dc) following “Credit” indicates the course may be taken for “duplicate credit.” (See p. 17 of the **Guide**.)
- Dance Studies 1, 2, and 3 may only be taken for cr/nc when taken as a Creative Arts graduation requirement and/or when taken in addition to Physical Education.
- **Independent Study** Under specific conditions as outlined on p. 25 of the **Guide**, students may make application for Independent Study. In all cases, students must secure parent, teacher, counselor, divisional, and building administration approval. Independent Study may not be taken as an 8th semester/annual course.

Applied Personal Fitness

Credit: 1/2 (dc)	Level: III
Grade Offered: 11, 12	Fall PE7301
	Spring PE7302

Prerequisite: None

Students in this course will use heart rate monitors at least 4 days per week to monitor and assess exercise intensity. Students will participate in a cardiovascular program using a variety of fitness activities. The class will provide students information regarding nutrition and diet, components of fitness, types of fitness programs, wellness concepts, and stress management. This course may be repeated and fulfills the PE requirement. Athletes who take this course are NOT eligible for athletic study hall.

Dance Studies 1

Credit: 1/2 * (cr/nc)	Level: III
Grade Offered: 9, 10	Fall PE8916
	Spring PE8917

Prerequisite: None

This is a one semester course for the student who wants to learn dance technique through basic locomotion movements and rhythms. Students will learn to perform hip hop, jazz, ballet, modern dance, and introduction to choreography as well as to develop fitness and conditioning through dance. CR/NC is available only when taken as a Creative Arts graduation requirement and/or when taken in addition to Physical Education.

Dance Studies 2

Credit: 1/2 * (cr/nc)	Level: III
Grade Offered: 9, 10	Spring PE8927
11, 12 Physical Ed	Fall PE8951
	Spring PE8952
Creative Arts	Fall PE8921
	Spring PE8922

Prerequisite: Dance Studies 1 or Instructor approval

This is a one semester course for the student with an interest in dance technique and choreography. Students experience the power of communication through movement and dance. They create their own original choreography allowing for a window of self-expression. The student gains extensive dance training along with general fitness and conditioning. This course fulfills a PE requirement if taken

as a junior or senior. CR/NC is available only when taken as a Creative Arts graduation requirement and/or taken in addition to Physical Education.

Dance Studies 3

Credit: 1/2 * (cr/nc) (dc)	Level: III
Grade Offered: 11, 12	Creative Arts Fall PE8931
	Spring PE8932
	Physical Ed Fall PE8961
	Spring PE8962

Prerequisite: Dance Studies 1 & 2

This is a one semester course that allows juniors and seniors to experience dance at more intense and technical levels. There is more opportunity for the student to approach dance as a career perspective. CR/NC is available only when taken as a Creative Arts graduation requirement and/or when taken in addition to Physical Education. This course may be repeated.

Exercise Physiology

Credit: 1/2	Level: IV
Grade Offered: 11, 12	Fall PE7811
	Spring PE7812

Prerequisite: Biology (Prep) or (Accel)

This semester course is for the student interested in the scientific explanation of human performance as it relates to fitness and/or athletic performance. It is primarily a lab course with experiments in body composition, muscle function, cardiovascular function, and the energy supply systems for various activities. Because this course fulfills the PE requirement when taken in the junior or senior year, physical activity is included. Students who take this course are not eligible for athletic study hall.

Career Internship Program

Credit: 1/2 (dc)	Level: IV
Grade Offered:	Fall PE5551
	Spring PE5552
	Summer PE5558, PE5559

This course is designed for the student who is seeking work experience in an area that wish to pursue as a career upon graduation or after attending college. The student will apply for the internship through the department that they wish to receive credit for the experience.

The student will work a minimum of 90 hours during the semester for credit for the course. The student will have weekly contact with the supervising teacher, develop a culminating project based upon the experience, be evaluated by the supervising teacher and the employer for the final grade. The student is responsible for their own transportation to and from the work place. This course may be taken for dual credit. It is the sole discretion of each department team to recommend the student for a work internship, application does not guarantee admission.

Family Health Issues

Credit: 1/2	Level: III, IV
Grade Offered: 11, 12	Fall PE9051 Spring PE9052
Prerequisite: Health & Biology or Child Development	

If you are interested in a career in medicine, nursing, psychiatry, counseling, or social work this is the course for you! Students will learn about risk factors associated with many chronic condition. They will research the risk factors, physical effects of the disease, and the emotional effects on family and society as they cope with chronic conditions. Armed with the knowledge of where to go physically, mentally, and psychologically to seek help and support for all involved, the student will be better equipped to help themselves and others in the management of chronic illnesses. Students will receive general elective credit for the course.

Health

Credit: 1/2	Level: III
Grade Offered: 10	Fall PE9046 Spring PE9047
11, 12	Fall PE9041 Spring PE9042
Prerequisite: None	

This semester course meets daily. The course provides in-depth instruction in the following areas: human anatomy and physiology; mental health (including death education); substance abuse; nutrition; chronic and infectious diseases (including AIDS education); human sexuality; and first-aid (including CPR certification).

North Campus This class is only for students who are deficient in the Health credit because of prior failure, school transfer, or other extenuating circumstances. Juniors and seniors will not be excused from PE classes to take this course.

Health ELL

Credit: 1/2	Level: III
Grade Offered: 10	Fall PE9356 Spring PE9357
Prerequisite: English Language Learner (ELL) identified and confirmed, and approval of ELL Coordinator	

This course will meet the State of Illinois Health Education requirement. Students from the ELL program will receive language support in their acquisition of health educational material.

Introduction to Sports Medicine

Credit: 1/2	Level: IV
Grade Offered: 11, 12	Fall PE7911 Spring PE7912
Prerequisite: Grade of B or better in Health or Division Chair approval	

This course provides students with an opportunity to learn medical terminology, basic anatomy, physiology, kinesiology, and prevention/treatment techniques relative to athletic injuries. Students contemplating medical or paramedical careers gain background in medical concepts. The course also offers practical knowledge and skills for today's recreational athlete. This course does not satisfy nor fulfill the junior or senior year PE requirement. It is to be taken in conjunction with PE.

Sports Officiating

Credit: 1/2	Level: III
Grade Offered: 11, 12	Fall PE7401 Spring PE7402
Prerequisite: Junior or Senior standing. Sophomore PE and Health with a C or better. Must have a current physical on file. Athletes in season will not be dismissed to Athletic Study Hall.	

This course provides students with the opportunity to learn rules for soccer (fall semester), softball (spring semester), volleyball, and basketball. Students will be offered a setting in which to practice application of the rules, proper positioning, signaling, and conflict resolution. Students interested in earning income within the community will be offered a setting in which to develop their skills. Students will need to pursue certification on their own so they can work within the community park districts, feeder schools, and clubs, who are always in need of officials. The course will fulfill the junior or senior year PE requirement. Homework will be assigned. The course may be repeated. Athletes in season will not be dismissed to Athletic Study Hall.

SCUBA Diving

Credit: ½ (dc)	Level: III
Grade Offered: 11, 12	Fall PE7611 Spring PE7612
Duplicate Credit	Fall PE7621 Spring PE7622
Prerequisite: Junior or Senior standing, Sophomore PE and Health with a C or better, comfortable in the water, current physical & health questionnaire (no epilepsy or diabetes, division chair approval)	

This semester SCUBA course will provide students with the knowledge and skills necessary to safely experience SCUBA activities in the pool and open water settings. The activity portion of the course will first address swimming and skin diving skills, before moving into advanced skills on Self-Contained Underwater Breathing Apparatus. This course will provide cross-curricular opportunities with emphasis in the sciences, especially physics and physiology. Additionally, working in an underwater silent environment will create a necessity for students to communicate with the teacher and their peers utilizing sign language. At the completion of this course, a student that has met the pool requirements will be prepared for the option to go to a local quarry in June to complete the open water dives to become certified in PADI Open Water SCUBA. Certification will require taking standard PADI written quizzes, exams and a final along with equipment and skill checks in the pool. Additionally, knowledge reviews must be completed throughout the text as homework and class activities. **This course may only be taken one semester per year. However, to repeat the course, students are encouraged to have Open Water Certification. Juniors and Seniors will not be dismissed to Athletic Study Hall.**

Physical Education Program

With a shift in emphasis from an activity oriented curricula to one emphasizing wellness and personal fitness, the Physical Education/Health Department has implemented the latest fitness-related technology to help move the department and its students into the next century. This change has been realized at the South Campus where the curricula uses a theory-application model to increase fitness related activity to 50% of the total curricula. The North Campus curricula builds on the fitness concepts learned at the freshman/sophomore levels and adds the elements of personalizing the fitness program. The department has utilized the Tri-Fit 600 System, a computerized fitness assessment system, to assist all students in the overall understanding of their personal fitness needs.

Students will be able to track their fitness progress over their entire four-year high school experience. Along with the collection of physiological and health risk data, students will be able to create a customized fitness program that should be the catalyst to make fitness and wellness a long-enduring endeavor.

Modified Physical Education

Credit: 1/2 or		Level: III	
Grade Offered:	9	Fall	PE8516
		Spring	PE8517
	10	Fall	PE8526
		Spring	PE8527
	11	Annual	PE8531
			PE8532
	12	Annual	PE8541
			PE8542

Prerequisite: Medical doctor's written order

This course provides an individualized PE program for

those students whose physical impairments or development prohibits them from participation in vigorous activity. A variety of physical activities are provided within the physical limitations of the students.

Physical Education I

Credit: 1/2	Level: III
Grade Offered: 9	Fall PE8116
	Spring PE8117

Prerequisite: Physical Examination

Students in this course establish a foundation in a variety of PE activities and in a fitness program both within a co-educational setting. For one-half of the class, instruction, practice, and participation are provided in the following activities; field games, basketball, flag football, softball, swimming, pickle ball, track and field, and training concepts. For the other half of class time, students develop personal fitness programs. They will acquire fitness concepts and apply these in weight training, conditioning, aerobics, flexibility, etc., activities. This dual approach - recreational and fitness activities - affords students the opportunity to develop life-long recreational interests and sound personal fitness habits. The Tri-Fit 600 System technology is utilized at this level.

Physical Education II

Credit: 1/2	Level: III
Grade Offered: 10	Fall PE8126
	Spring PE8127

Prerequisite: Sophomore standing

Recreational and personal fitness program development is continued in the sophomore year. As students mature physically and emotionally, their interests and abilities expand, as well. As a result, recreational activities such as swimming, tennis, volleyball, and badminton are introduced, as are more sophisticated fitness concepts and activities. In the second year, students can access progress made during freshman year, and they will be able to develop more specific programs that meet their expanding needs. The Tri-Fit 600 System technology is utilized at this level.

Physical Education III and IV

Credit: 1/2	Level: III
Grade Offered: 11, 12	Fall PE8131
	Spring PE8132

Prerequisite: Junior and Senior standing

Instruction, practice, and participating are provided in a co-educational setting in a variety of lifetime sports and physical education activities. Students will select a block of activities on the first day of the semester. Each student's elected program will be balanced with appropriate wellness and fitness activities. The Tri-Fit 600 System technology, and the development and implementation of personal fitness plans will augment the fitness phase of the curricula. This course fulfills the PE requirement.

Physical Education Classes

When choosing Annual Courses, you will need the first and second semester codes.

Freshman Courses

PE8116/7 Physical Education
PE8516/7 Freshman Modified PE

Elective Fall Only

PE8916 Dance Studies 1 (Cr. Arts Credit)

Elective Spring Only

PE8917 Dance Studies 1 (Cr. Arts Credit)
PE8927 Dance Studies 2 (Cr. Arts Credit)

Sophomore Courses

Fall Only

PE8916 Dance Studies 1 (Cr. Arts Credit)
PE9046 Health
PE9356 ELL Health
PE8126 Sophomore P.E.
PE8527 Sophomore P.E. Modified
PE8527 Sophomore P.E. Medical
Permission Needed

Spring Only

PE8917 Dance Studies 1 (Cr. Arts Credit)
PE8927 Dance Studies 2 (Cr. Arts Credit)
PE9047 Health
PE9357 ELL Health
PE8127 Sophomore P.E.
PE8527 Sophomore P.E. Modified
PE8527 Sophomore P.E. Medical
Permission Needed

Junior and Senior Courses

Fall Only

PE7301 Applied Personal Fitness
PE8921 Dance Studies II (Cr. Arts Credit)
PE8951 Dance Studies II (Phys. Ed. Credit)
PE8931 Dance Studies III (Cr. Arts Credit)
PE8961 Dance Studies III (Phys. Ed. Credit)
PE7811 Exercise Physiology
PE9051 Family Health Issues
PE9041 Health Education
PE7911 Introduction to Sports Medicine
(Not for Phys. Ed.. Credit)
PE8131 Physical Education III – IV
PE7611 SCUBA Diving
PE7401 Sports Officiating

Spring Only

PE7302 Applied Personal Fitness
PE8922 Dance Studies II (Cr. Arts Credit)
PE8952 Dance Studies II (Phys. Ed. Credit)
PE8932 Dance Studies III (Cr. Arts Credit)
PE8962 Dance Studies III (Phys. Ed. Credit)
PE7812 Exercise Physiology
PE9052 Family Health Issues
PE9042 Health Education
PE7912 Introduction to Sports Medicine
(Not for Phys. Ed.. Credit)
PE8132 Physical Education III - IV
PE7612 SCUBA Diving
PE7402 Sports Officiating

Fall or Spring

PE5551/2 Career Internship

Did You Know?

More than
250,000
people die
prematurely of
disease
associated
with
sedentary
systems.

Practicing lifelong healthy lifestyles
is the key to
health, wellness, and fitness.

Regular aerobic physical activity increases
the strength of the heart muscle and plays
a role in the prevention of heart disease.

EXERCISE IS MEDICINE!

Have you ever considered a career as a...

Physical Education

Physical Education Teacher
Health Teacher
Fitness Director
Personal Trainer
Sports Official
(Umpire/Referee)
Coach
Health & Fitness Center
Director
Aerobics Instructor
PE & Fitness Equipment
Designer
Corporate Fitness Director
Sports Apparel Distributor
Professional Athlete
Golf/Tennis Pro
Aquatic Director
Lifeguard
Yoga Instructor
Stress Management Facilitator
Rock Climbing Instructor
Team Building Facilitator
Sports Administrator
Television Sports Broadcaster
News Sports Broadcaster

Sports Medicine

Athletic Trainer
Physical Therapist
Anatomist
Nurse
Chiropractor
Paramedic/EMT
Exercise Physiologist
Massage Therapist
Physician Assistance
Doctor Nutritionist
Sports Psychologist

Dance

Professional Dancer
Dance Educator
Dance Therapist
Dance Video
Performer
Director
Choreographer
Dance Photographer
Dance Critic
Dance Studio Owner

Recreation

Park District
Superintendent
Recreation Supervisor
Resident Camp Director
Recreational Therapist



Biology
Chemistry
Astronomy
Aviation Math & Physics
Biology AP
Chemistry AP
Environmental Science
Environmental Science AP
Food Chemistry
Geology
Human Anatomy & Physiology
Organic Chemistry
Physics
Physics C AP
Physical Science
Career Internship Program

Science

Ms. Michele Chapman, Division Chair
TEL: SC (708) 579-6580, NC (708) 579-6409
FAX: (708) 579-6038
EMAIL: mchapman@lths.net

Ms. Amber Beemer, Assistant Division Chair
TEL: SC (708) 579-6582, NC (708) 579-6412
FAX: (708) 579-6038
EMAIL: abeemer@lths.net

Ms. Lindsay Vandermeer, Assistant Division Chair
TEL: SC (708) 579-6583, NC (708) 579-6411
FAX: (708) 579-6038
EMAIL: lvandermeer@lths.net

Science Department Philosophy

All high school students need a broad background in science. To attain a broad background, all students should complete at least three years of science including one course each in biology, chemistry, and physics. If these three core courses are completed by the end of junior year, students have maximized their opportunities to do well on standardized tests, such as ACT and PSAT, and will be prepared for further study of science during their senior year.

An important component of all science courses is laboratory work. Lab work gives students direct contact with the material studied in the course, develops lab skills, increases a student's understanding of how science actually works, and helps the student develop analysis, interpretation, and synthesizing skills.

Science Sequences

There are many science sequences that students may select because of their interests and career plans. The sequences shown below are intended to provide a solid background in science and not restrict students in their choices. Other sequences are possible when students, with input from teachers, counselors and parents, choose different course levels for biology, chemistry, and/or physics.

General Information

- Two credits in science are required for graduation. However, courses in biology, chemistry, and physics should be included in every student's Four Year Academic Plan to provide a balanced preparation for future vocational and/or educational goals.
- Most colleges require at least two credits of a laboratory science for admission and some (especially Illinois universities) require three. Many colleges and universities suggest a three or four year sequence for students entering engineering, medicine and the health services, home economics, and computer sciences.
- Most colleges recommend both natural and physical science experience.

Science Placement into Academic Ability Levels

The Division Chair recommends placement for incoming freshmen based upon an integrated analysis of the following performance indicators:

1. standardized test scores on the EXPLORE test
2. information from the eighth grade teachers

Science and Advanced Placement (AP)

The Science Department offers preparation for AP examinations in four areas.

1. Biology AP

Biology AP is the suggested course to prepare for the AP

examination in biology or related examinations given by various colleges and universities. As the course description indicates, it is equivalent to two semesters of college biology.

2. Chemistry AP

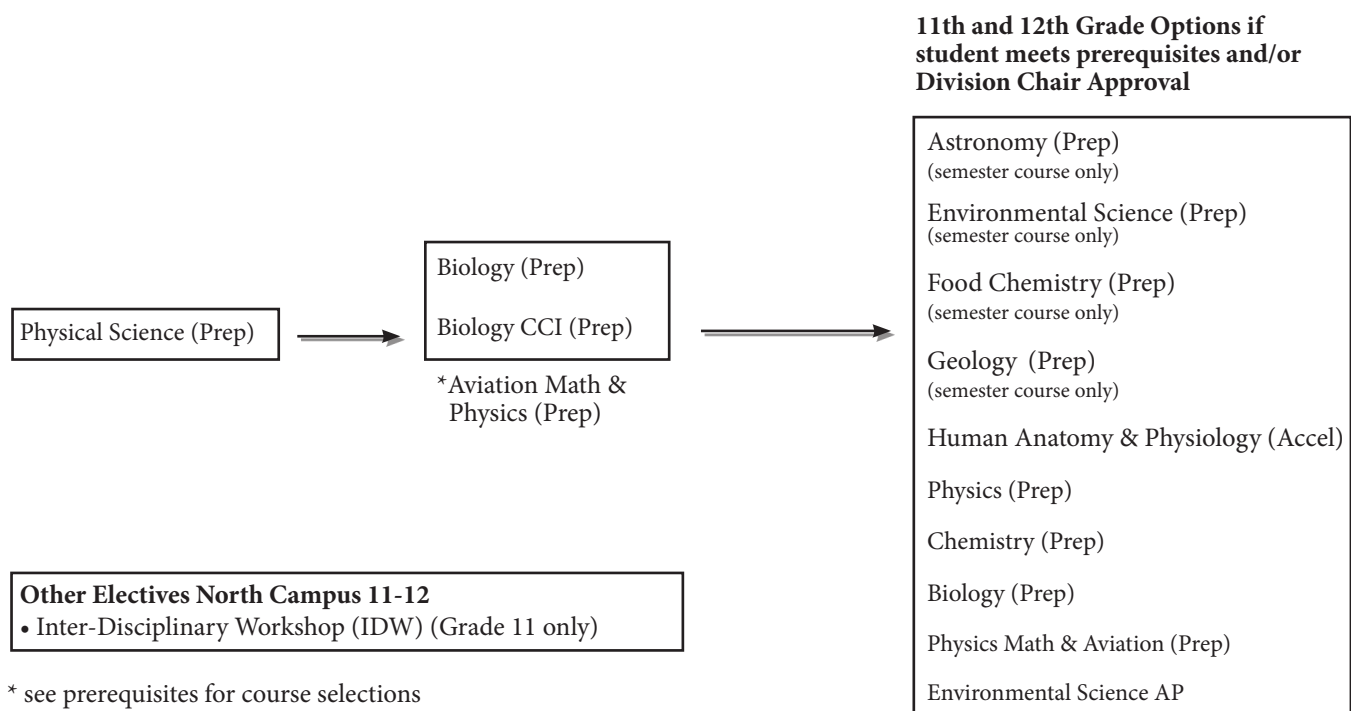
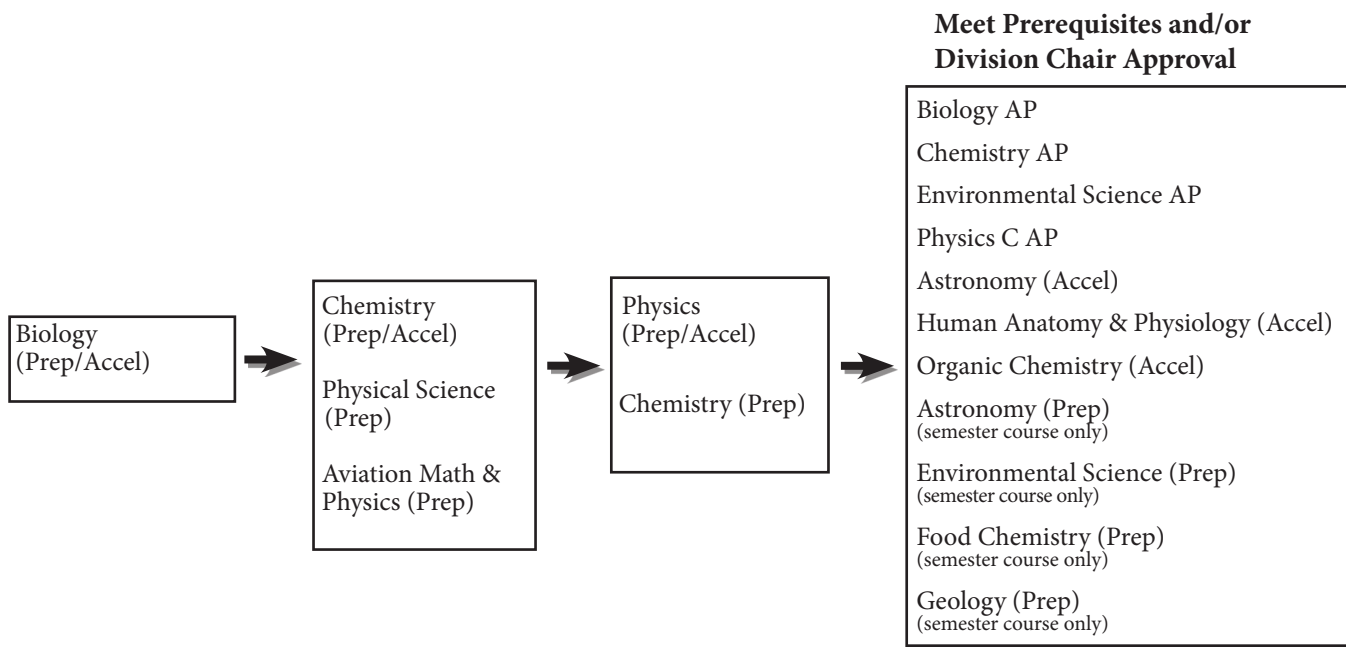
The Chemistry AP course is the equivalent of one or two semesters of college chemistry. Chemistry AP uses the College Board syllabus to prepare students for the AP examination in chemistry.

3. Physics C AP

Physics C AP is a college level physics course for those students whose post-high school plans call for a major in engineering science, the physical sciences, astronomy, medicine, or any related technical field. Physics C AP is a calculus-based university physics course and covers all of the material traditionally offered in the introductory course of colleges of engineering science and other related fields. As a result, of the Physics C AP course students will be prepared for both Physics C AP examinations: Electricity and Magnetism, and Mechanics.

4. Environmental Science AP

Environmental Science AP is the course to prepare students for the AP examination in environmental science. The course is equivalent to one semester of college environmental science.



Science Department Standards

As a result of their core science courses (biology, chemistry, physics) students will be able to know and apply...

1. the concepts, principles, and processes of scientific inquiry to investigate questions, conduct experiments, and solve problems.
2. concepts that explain how living things function, change, and adapt.
3. concepts that describe how living things interact with each other and with their environment.
4. concepts that describe properties of matter and energy and the interactions between them.
5. concepts that describe force and motion and the principles that explain them.
6. concepts that describe the features and processes of the Earth and its resources.
7. concepts that explain composition and structure of the universe and Earth's place in it.
8. the accepted practices of science.

- **Independent Study** Under specific conditions as outlined on p. 25 of the **Guide**, students may make application for Independent Study. In all cases, students must secure parent, teacher, counselor, divisional, and building administration approval. Independent Study may not be taken as an 8th semester/annual course.

Astronomy (Prep)

Credit: 1/2	Level: III
Grade Offered: 11, 12	
	Fall SN5311
	Spring SN5312
Prerequisite: One year of science	

Astronomy is the oldest of all sciences. It began as an attempt by people to understand the world around them. Even today, people wonder what lies beyond our planet. Astronomy is the laboratory study of the night sky, our solar system, and objects which make up the universe. The origin, evolution, and future of our solar system, galaxy, and universe will be studied, and the existence of black holes and other cosmic oddities will be discussed. Students will learn about the history and future of space exploration, and how the science of astronomy, however old, is always changing. Student cannot level change into Astronomy Accelerated from this class.

Astronomy (Accel)

Credit: 1	Level: IV
Grade Offered: 11, 12	
	Annual SN7311
	SN7312
Prerequisite: One year of natural science & Physics (Chemistry strongly recommended)	

Astronomy is the oldest of all sciences. It began as an attempt by people to understand the world around them. Even today, people wonder what lies beyond our planet. Astronomy is the laboratory study of the night sky, our solar system, and objects which make up the universe. The study of astronomy and space science requires knowledge of biology, chemistry, and physics. In this course, techniques used by amateur and professional astronomers will be incorporated, students will learn to identify objects in the night sky and make predictions of celestial events such as eclipses. The origin, evolution, and future of our solar system, galaxy, and universe will be studied, and the existence of black holes and other cosmic oddities will be discussed. Students will learn about the history and future of space exploration, and how the science of astronomy, however old, is always changing. Student cannot level change into Astronomy Prep from this class.

Aviation Mathematics & Physics (Prep)

Credit: 1	Level: III
Grade Offered: 10	Annual SN4616
	SN4617
Prerequisite: Enrollment in Aviation Program or one year of Biology & C or better in Algebra Prep	

Aviation Mathematics and Physics explores the fundamentals of mathematics and physical sciences appropriate to the training of the aviation maintenance technician. The math topics include ratios and proportions, solving linear equations and geometric properties. The aviation physics topics include atmospheric properties, thermodynamics, fluid mechanics, heat, power, work, machines, and sound. Students will be offered the opportunity to take the course for science credit and/or college credit through Embry Riddle University as part of the Aviation Maintenance Program. Students taking the course for college credit must take the required tests for FAA certification for the Aviation Maintenance Program. Students taking the course for college credit will earn 2 hours of transcribed credit with Embry Riddle University.

Biology (Prep)

Credit: 1	Level: III
Grade Offered: 9, 10	Annual SN5116
	SN5117
11, 12	Annual SN5111
	SN5112
Prerequisite: None	

This college preparatory course focuses on an understanding of life and major life processes. Emphasis is placed upon unifying principles and concepts applicable to all life forms and the adaptations of diverse organisms to carry out fundamental functions. The objectives of the course are met through laboratory work, demonstration, lecture, homework, and visual aids. This preparatory course is planned for students who have attained basic

skills and who are working toward higher competencies. This course moves at a pace that allows frequent review and checks for understanding.

Biology Cross Curricular Integration (CCI) (Prep)

Credit: 1	Level: III
Grade Offered: 10	Annual SN5226 SN5227

Prerequisite: Recommendation from Humanities or by English or Math/Science chair approval

Biology CCI is one course of a two hour block that combines biology, language arts and reading. Students will study biology in a project-based setting with a focus on an understanding of life and major life processes. The objectives of this course are met through traditional science methods such as laboratory work, demonstration, lecture, homework and visual aids combined with the interpersonal communication skills, reading strategies and writing competencies of a language arts classroom. This course may only be taken in conjunction with English Cross Curricular Integration (CCI).

Biology (Accel)

Credit: 1	Level: IV
Grade Offered: 9, 10	Annual SN7116 SN7117

Prerequisite: None

This college preparatory course focuses on an understanding of life and major life processes. Emphasis is placed upon unifying principles and concepts applicable to all life forms, and the adaptations of diverse organisms to carry out fundamental functions. The objectives of the course are met through laboratory work, demonstration, lecture, homework, and visual aids. Biology (Accel) explores biological topics in greater depth than does Biology (Prep) and provides greater opportunity for involvement in AP course offerings at the junior/senior level. This course is planned for students with above average reading comprehension and writing skills.

Biology AP

Credit: 1	Level: V
Grade Offered: 11, 12	Annual SN8311 SN8312

Prerequisite: One year of Biology (Accel) with a B or better & one year of Chemistry (Physics strongly recommended)

Biology AP is a second course in biology offered to those students who have successfully completed the first level course. Taught at the college level, it is considered to be the equivalent of two semesters of college biology. The content is laboratory oriented. Areas covered in the course are plant growth and development, comparative vertebrate anatomy, animal physiology, genetics, microbiology, embryology, and a review of the basic principles of biology. Animals dissected for study in comparative vertebrate anatomy include the Amphioxus and one mammal (cat, rabbit, or mink). Human physiology is also an important part of the course. The program prepares students for the AP examination in Biology or comparable examinations.

Chemistry (Prep)

Credit: 1	Level: III
Grade Offered: 10	Annual SN5616 SN5617
11, 12	Annual SN5611 SN5612

Prerequisite: Completion of Algebra Prep or higher

Chemistry is the study of composition and structure of matter and the changes that matter undergoes, and the energy associated with those changes. Principles of chemistry as well as applications of chemistry are emphasized. Chemical concepts are developed through the use of mathematical relationships and are reinforced through laboratory activities.

- **Independent Study** Under specific conditions as outlined on p. 25 of the **Guide**, students may make application for Independent Study. In all cases, students must secure parent, teacher, counselor, divisional, and building administration approval. Independent Study may not be taken as an 8th semester/annual course.

Chemistry (Accel)

Credit: 1	Level: IV
Grade Offered: 10	Annual SN7216 SN7217
11, 12	Annual SN7211 SN7212
Prerequisite:	Completion of Algebra (Accel) with a grade of B or better or Algebra (Prep) with a B or better

Chemistry is the study of the composition and structure of matter, the changes matter undergoes, and the energy associated with those changes. Chemistry concepts are reinforced through laboratory activities. This course moves at a faster pace than Chemistry (Prep), while covering a greater range of topics to a greater depth. Mathematics is an integral part of the course. Out of class reading and comprehension are key to success in this course, and students will be expected to independently acquire information.

Chemistry AP

Credit: 1	Level: V
Grade Offered: 11, 12	Annual SN8211 SN8212
Prerequisite:	One year of a natural science and one year of Chemistry (Accel) with a grade of B or better or Chemistry (Prep) with a grade of A (Physics strongly recommended)

Chemistry AP is intended to provide a college level course in chemistry for interested and capable students who are considering careers in technical fields such as chemistry, chemical engineering, general engineering, and medicine, or for careers in areas where a knowledge of chemistry will be required. Those who complete the course may take the AP examination in Chemistry. This course is equivalent to two semesters of college chemistry. Topics include electronic and atomic structure, stoichiometry, reactions, thermochemistry, periodicity, bonding, intermolecular forces, kinetics, equilibrium, acids and bases, thermodynamics, and electrochemistry.

Environmental Science (Prep)

Credit: 1/2	Level: III
Grade Offered: 11, 12	Fall SN6011 Spring SN6012
Prerequisite:	One year of science

General interest topics of ecology, population, politics, pollution, and other vital problems of survival of mankind are covered. The course provides the student with an awareness of our world and ways he/she, as a citizen, can help improve its quality. Students must participate in research in the form of discussion and reports. Field trips, lectures, and lab projects will supplement the research.

Environmental Science AP

Credit: 1	Level: V
Grade offered: 11, 12	Annual: SN8511 SN8512
Prerequisites:	One year of a natural science and one year of a physical science (Chemistry or Physics) (Both Chemistry and Physics strongly recommended)

AP Environmental Science is an ecology course which allows students to apply many of the principles learned in biology, chemistry, and physics to better understand the biosphere and the environmental and economic choices facing contemporary society. Topics include: sustaining terrestrial and aquatic biodiversity; the history of the modern environmental movement; ecological principles; climate, weather, and biomes; the harvesting and use of renewable and non-renewable energy resources; petrochemicals, hazardous wastes, and toxicology; human population growth; soil and water resources; food and agriculture; mining and solid waste; the atmosphere and air pollution; climate change and ozone depletion; renewable resource sustainability and environmental ethics. Field trips are an integral part of this course and are therefore mandatory.

Food Chemistry (Prep)

Credit: 1/2	Level: III
Grade Offered: 11, 12	
	Fall SN9211
	Spring SN9212
Prerequisite: One year of science	

This course utilizes the scientific method of study to investigate the chemical components and physical properties of various food and how food reacts when different preparation and cooking methods are used. Dietary concepts are studied with emphasis on how nutrition, wellness, and the body's utilization of food are related. Students will learn various ways food is preserved, processed, and prepared. Homework and projects are a large part of this course. Students may receive either Practical Arts or Science credit.

Geology (Prep)

Credit: 1/2	Level: III
Grade Offered: 11, 12	
	Fall SN6121
	Spring SN6122
Prerequisite: One year of science	

This course is an introductory, hands-on look at the geologic study of our Earth and is designed for students interested in understanding more about our Earth. Students will learn about four general areas of study: (1) The Rocks and Minerals on our Earth (2) Topography of the Earth's surface (3) Dynamic Processes that shape our earth such as earthquakes, volcanoes, and mountain Building (4) Earth History, a study of the geologic time scale and how earth has changed over time.

Human Anatomy and Physiology (Accel)

Credit: 1	Level: IV
Grade Offered: 11, 12	
	Annual SN9511
	SN9512
Prerequisite: One year of natural science and one year of Chemistry	

Essential principles of human anatomy and physiology are presented including basic chemistry, cell and tissue studies, and an overview of body systems including skeletal, muscular, cardiovascular, respiratory, nervous, endocrine, reproductive, digestive, excretory, and immune. Dissection and computer technology will be an integral part of the course. Some comparative anatomy and physiology will be included especially while completing the dissections.

Introduction To Organic Chemistry (Accel)

Credit: 1	Level: IV
Grade Offered: 11, 12	Annual SN5811
	SN5812
Prerequisite: One year of natural science and one year of Chemistry	

This course is offered to give students who will take organic chemistry in college an advantage over the usual chemistry background. This includes those students who wish to go into one of the following fields: medicine, dentistry, pharmacology, nursing, home economics, biology, chemistry, and related fields. Students become familiar with the naming and structure of organic compounds. A knowledge of some of the basic reactions of organic chemistry is gained through laboratory work and study of lecture materials. Topics include alkanes, alkenes, alkynes, aromatics, alcohols, aldehydes, ketones, acids, amines, amides, and spectroscopy.

Physical Science (Prep)

Credit: 1	Level: III
Grade offered: 9, 10	Annual SN4516
	SN4517
Prerequisite: None	

Physical Science is a lab-based course which provides comprehensive practice and assessment of science skills. While using the scientific method, emphasis is placed on problem-solving, measuring, analyzing data and higher-order thinking skills such as inferring, questioning, designing experiments and drawing conclusions. The course will cover chemistry, physics and earth science concepts. Physical Science is a solid preparation for Biology, Chemistry, Physics and other advanced science courses.

Physics (Prep)

Credit: 1
Grade Offered: 11, 12
Level: III
Annual SN4911
SN4912
Prerequisite: Completion of Algebra (Prep) or higher

Physics is fundamental to all other sciences. The ideas and concepts are related to other sciences and mathematics. This course is laboratory centered. Laboratory activities are used to teach the main ideas. An activity is used to introduce an idea, then it is taught at the conceptual level, and finally an activity is used as an application of this idea. Topics include fundamental concepts of scientific thinking, motion, momentum, energy, gravity, rotational dynamics, waves, sound, light, electricity, magnetism, and quantum and nuclear physics.

Physics (Accel)

Credit: 1
Grade Offered: 11, 12
Level: IV
Annual SN7411
SN7412
Prerequisite: Completion of Advanced Algebra (Prep) or Geometry (Accel)

Physics is a fundamental science whose concepts and ideas are related to and utilized by all other sciences. Physics (Accel) is a laboratory study for student discovery of the physical universe. Experiments are an integral part of the course and when possible serve as the primary learning source. In this course, fundamental concepts of motion, energy, dynamics, momentum, light, electricity, magnetism, and quantum physics are developed.

Physics C AP

Credit: 1
Grade Offered: 11, 12
Level: V
Annual SN8411
SN8412
Prerequisite: One year of natural science and Physics (Accel) with a grade of B or better or Physics (Prep) with a grade of A and completion or concurrent enrollment in Calculus AB or BC (Chemistry strongly recommended)

Physics C AP is a calculus-based college level physics course. This course would be ideal for those planning a career in engineering, medicine, science, math, health-related fields, or any technical field. Major topics stud-

ied are mechanics, electricity, and magnetism. Supplemental topics may include thermodynamics, physical and geometric optics, and modern physics. Understanding of basic principles and application of these principles in problem solving are the major goals of this course. Those who take the course may take the AP examination in Physics. This course is equivalent to two semesters of college physics. As a result of this course, students will be prepared for both Physics C AP examinations: Electricity and Magnetism, and Mechanics.

Career Internship Program

Credit: 1/2 (dc)
Grade Offered:
Level: IV
Fall SN5551
Spring SN5552
Summer SN5558, SN5559

This course is designed for the student who is seeking work experience in an area that wish to pursue as a career upon graduation or after attending college. The student will apply for the internship through the department that they wish to receive credit for the experience. The student will work a minimum of 90 hours during the semester for credit for the course. The student will have weekly contact with the supervising teacher, develop a culminating project based upon the experience, be evaluated by the supervising teacher and the employer for the final grade. The student is responsible for their own transportation to and from the work place. This course may be taken for dual credit. It is the sole discretion of each department team to recommend the student for a work internship, application does not guarantee admission.

Science Classes

When choosing Annual Courses, you will need the first and second semester codes.

Freshman Courses

SN5116/7	Biology Prep
SN7116/7	Biology Accel
SN4516/7	Physical Science Prep

Sophomore Courses

Annual

SN4616/7	Aviation Math & Physics
SN5116/7	Biology Prep
SN5226/7	Biology CCI
SN7116/7	Biology Accel
SN5616/7	Chemistry Prep
SN7216/7	Chemistry Accel
SN4516/7	Physical Science Prep

Junior and Senior Courses

Annual

SN7311/2	Astronomy Accel
SN5111/2	Biology Prep
SN8311/2	Biology AP
SN5611/2	Chemistry Prep
SN7211/2	Chemistry Accel
SN8211/2	Chemistry AP
SN8511/2	Environmental Science AP
SN9511/2	Human Anatomy & Physiology
SN5811/2	Intro to Organic Chemistry Accel
SN4911/2	Physics Prep
SN7411/2	Physics Accel
SN8411/2	Physics AP - C

Fall Only

SN5311	Astronomy
SN6011	Environmental Science
SN9211	Food Chemistry
SN6121	Geology

Spring Only

SN5312	Astronomy
SN6012	Environmental Science
SN9212	Food Chemistry
SN6122	Geology

Did You Know?

20 High-Paying Science Careers for the Next Decade

- Surgeon
- Anesthesiologist
- Internist
- Dentist
- Oral Surgeon
- Nurses
- X-ray technician
- Physician Assistant
- Psychiatrist
- Environmental Consulting
- Natural Sciences Manager
- Mining
- Petroleum
- Green Energy
- Civil Engineer
- Aerospace Engineering
- Astronomy
- Engineering Manager
- Nanotechnology
- Materials Science

A recent U.S. Department of Commerce study shows that over the past 10 years, growth in Science, Technology, Engineering and Mathematics (STEM) jobs was three times greater than that of non-STEM jobs. The report also shows that STEM jobs are expected to continue to grow at a faster rate than other jobs in the coming decade.



Have you ever considered a career as a...



Science

- Acoustical Research Engineer
- Aeronautical Engineer
- Agricultural Engineer
- Animal Physiology
- Archeologist
- Assembling Engineer
- Astrogeologist
- Astronaut
- Astronomer
- Astrophysicist
- Audio Engineer
- Bioanalyst

- Biochemist
- Botanist
- Cardiologist
- Chemical Engineer
- Chemist
- Computer Scientist
- Cytogeneticist
- Dentist
- Education
- Engineer
- Entomologist
- Food Science
- Food Science Technician
- Forensic Anthropologist
- Forensic Chemist
- Forensic Scientist
- Forestry
- Geologist
- Geoscientist
- Health Care Worker
- Herpetologist
- Horticulturist
- Life Science Writer

- Marine Biologist
- Molecular Biologist
- Neurobiologist
- Oceanographer
- Physical Trainer
- Physicist
- Plant Ecologist
- Plant Geneticist
- Plastic Surgeon
- Psychologist
- Quality Insurance Engineer
- Researcher
- Solid State Chemist
- Space Scientist
- Staff Scientists
- Structural Engineer
- Surgeon
- Systems Engineer
- Veterinarian
- Water Resources Engineer
- Wildlife Biologist
- Wildlife Ecologist
- Wildlife Psychologist
- Zoo Keeper
- Zoologist

World History, World History ELL, World History Humanities
U.S. History (*ELL, Prep, Accel, AP*)
U. S. History American Studies(*Prep, Accel*)
Career Internship Program
Comparative Government & Politics AP
Constitutional Law
Contemporary Issues in American Society
Economics
European History AP
Global Relations
Human Geography
International Business Economics
Macroeconomics AP
Microeconomics AP
Psychology for Life
Psychology of the Mind
Psychology AP
Sociology
United States Government & Politics AP

Social Studies

Mr. Paul Houston, Division Chair
TEL: SC (708) 579-6546, NC (708) 579-6420
FAX: (708) 579-6009
EMAIL: phouston@lths.net

Andrew Newcomb, Assistant Division Chair
TEL: NC (708) 579-6776
FAX: (708) 579-6009
EMAIL: anewcomb@lths.net

Social Studies Department Philosophy

The goal of social studies instruction at LTHS is for students to acquire knowledge of what it is to be human, to live in social groups, and to be part of a world made up of all types of cultures and nations. Social Studies helps students examine the history and roots of customs, institutions, beliefs, and prejudices. It teaches young people where they have come from so they may think clearly and make intelligent choices about where they are going. Through social studies instruction, students will gain understanding of cultural and ethnic differences. It also serves as a vehicle to enable students to perform the duties of citizenship and to acquire the analytical skills they need to function in the 21st century. Through the use of critical reading, writing, and cooperative group work, students will develop the ability to process information, analyze it, and synthesize it into a realistic world view.

Required Sequences

South Campus 9

- World History Humanities
- World History
- World History ELL

North Campus 11-12

- U.S. History (ELL, Prep, Accel, AP)
- U.S. History American Studies (Prep, Accel)

Elective Sequences
South Campus 9-10

- Contemporary Issues in American Society
- Economics
- Global Relations
- European History AP
- Human Geography

North Campus 11-12

- United States Gov't. & Politics AP
- Macroeconomics AP
- International Business Economics
- Comparative Gov't. & Politics AP
- Microeconomics AP
- Psychology of the Mind
- European History AP
- Constitutional Law
- Inter-Disciplinary Workshop (IDW) (Grade 11 only)
- Psychology for Life
- Psychology AP
- Sociology
- Economics

Social Studies Department Standards

The Social Studies Department has established standards for student learning that both guide its courses and programs and challenge students academically. There are six general standards as titled and stated below. In addition, each general standard has specific student learning standards that are available upon request. Finally, specific standards for each course and program have been developed, and these are distributed to students at the beginning of each semester or annual course.

- | | |
|---------------------|---|
| Standard I | Culture
Social Studies programs will include experiences that provide for the study and understanding of culture; understanding of individual development; and interaction among individuals, groups, and institutions. |
| Standard II | Global Connections – Time, Continuity, and Change
Social Studies programs will include experiences that provide the study and understanding of global connections and interdependence that analyze examples of conflict and cooperation among groups, societies, and/or nations. |
| Standard III | People, Places, Environments, Science, and Technology
Social Studies programs will include experiences that provide for the study and understanding of the relationships between people, places, environments, and technology. |
| Standard IV | Power, Authority, and Governance
Social Studies programs will include experiences that provide for the study and understanding of how people create, live within, and change their structures of power, authority, and governance. |
| Standard V | Production, Distribution, and Consumption
Social Studies programs will include experiences that provide for the study and understanding of how people have organized for and worked within the production, distribution, and consumption of goods and services throughout history and in the present. |
| Standard VI | Civic Ideals and Practices
Social Studies programs will include experiences that provide for the study and understanding of ideals, principles, and practices of a citizen in a democratic republic. |
| Standard VII | Interdisciplinary Connections
Social Studies programs will include experiences that provide for the study and understanding of interdisciplinary connections and interdependence. |

Social Studies Graduation Requirements

- All students must successfully complete 1 year of World History, 1 year of a U.S. History course offering, .5 (1/2) credit of an elective Social Studies course, and the United States Constitution Exam.
- World History is a requirement for graduation from Lyons Township High School. Students who fail this course should immediately re-enroll in the course during the following semester(s) or during summer school, regardless of their campus assignment.

Social Studies Advanced Placement Examinations

AP examinations are available in seven areas. Division chair approval for placement into a Social Studies AP course will be based upon an integrated analysis of the following indicators:

- a. teacher, counselor, and parental approval;
 - b. past performance in Social Studies courses;
 - c. concurrent enrollment in an English (Accel) or (Hon) course; and
 - d. PLAN/ACT test scores in English, Reading, and Study Skills.
1. **United States Government and Politics**
In order to be prepared for the United States Government and Politics AP examination, students should enroll in United States Government and Politics AP. It is expected that students enrolling in the course possess some topical familiarity by reading newspapers and periodicals. Students may enroll in this course and other social studies courses concurrently during the fall semester of their junior and/or senior years.
 2. **Comparative Government and Politics**
In order to be prepared for the Comparative Government and Politics AP examination, students should enroll in Comparative Government and Politics AP. Students may enroll in this course and other social studies courses concurrently during the spring semester of their junior and/or senior years.
 3. **Macroeconomics** It is expected that students enrolling in this course already possess some topical familiarity by reading newspapers and periodicals. This semester course is offered in the fall semester every year.
 4. **Microeconomics** In order to be prepared for this course and its AP examination, students should have previously taken the Macroeconomics AP course. Furthermore, students in this course must have a solid mathematics background. This semester course is offered every year.
 5. **European History** In order to be prepared for the AP European History examination, students should enroll in this course. In order to do well in the course and on the examination, students should have a rich and varied background of academic courses. To enroll in the course, students should read and write at high levels since the work is college equivalent. This course is offered in grades 10, 11, and 12, and is an annual course.
 6. **Psychology** In order to be prepared for the Psychology AP examination, students should enroll in this course. This is an annual course that satisfies a social studies elective requirement for graduation. It is expected that students enrolling in this class have well-developed reading and writing skills since the work is college-level equivalent. This course is offered in grades 11 and 12.
 7. **U.S. History** In order to be prepared for the AP United States History examination, students should enroll in U.S. History AP. This course satisfies the U.S. History requirement for graduation. Students must enroll in both semesters of the course. The course is open to both juniors and seniors. It is particularly desirable that prospective students have an interest in history and have performed well in previous Social Studies and English courses.

- **Independent Study** Under specific conditions as outlined on p. 25 of the **Guide**, students may make application for Independent Study. In all cases, students must secure parent, teacher, counselor, divisional, and building administration approval. Independent Study may not be taken as an 8th semester/annual course.

United States Government & Politics AP

Credit: 1/2 Level: V
Grade Offered: 11, 12 Fall SS8311
Prerequisite: Teacher recommendation or Division Chair approval

This course is designed to give students a critical perspective on government and politics in the United States. Major topics studied in the course are the constitutional underpinnings of American government; political beliefs and behaviors; political parties and interest groups; institutions and policy processes of national government; and civil rights and civil liberties. It is assumed that students enrolling in this course have a reasonable familiarity with American government and politics. The course prepares the student for the AP examination given in May.

Comparative Government & Politics AP

Credit: 1/2 Level: V
Grade Offered: 11, 12 Spring SS8242
Prerequisite: Teacher recommendation or Division Chair approval

This course is designed to give students a critical perspective of government and politics by examining concrete situations in China, Great Britain, Russia, Iran, Mexico, and Nigeria. The course prepares the students for the AP Examination.

Constitutional Law

Credit: 1/2 (cr/nc) Level: III
Grade Offered: 11, 12 Fall SS6331
Spring SS6332
Prerequisite: None

Students taking Constitutional Law will come to understand their rights and responsibilities in the American legal system. Topics of study include the Bill of Rights, the U.S. Supreme Court, the Illinois court system, the civil law process and criminal law process, and the way the judicial system influences daily life. Teaching methods include discussion, role-play, and a mock trial. Students will research a Supreme Court case that has had an impact on our individual rights. The class will also take a field trip to the Cook County Criminal Courthouse and other law enforcement related destinations. This class emphasizes how the legal system

applies to individuals, students, and minors, and also evaluates the impact of court cases on our rights. An emphasis is placed on analytical thinking skills by gathering and evaluating evidence and presenting persuasive arguments.

Contemporary Issues in American Society

Credit: 1/2 (cr/nc) Level: III
Grade Offered: 9, 10 Fall SS6516
Spring SS6517
Prerequisite: None

This course explores events and issues that have changed American society since World War II, making this an excellent class to prepare for U.S. History. Students will explore what it means to be a 21st century American by examining U.S. policy related to constitutional rights, cultural diversity, media, foreign policies, homeland security, immigration, and other areas. Students will have opportunities to participate in meaningful discussion, debate, and deliberation about the questions that face the United States. Students will make connections to news events at the local, national, and international levels.

Economics

Credit: 1/2 (cr/nc) Level: III
Grade Offered: 10 Fall SS5916
11, 12 Spring SS5917
Fall SS5911
Spring SS5912
Prerequisite: None

This class focuses on topics such as production of goods, value of money, labor market, global trade, inflation and the national debt. Students will apply concepts such as supply and demand to solve real world problems, and they will develop the skills to understand how businesses organize themselves in order to maximize profit. The course will be project-based and student-centered, including projects such as the Chicago Tribune Stock Market Game, the Federal Reserve Challenge and several other case studies. These activities will afford students the opportunity to apply knowledge from class to current economic issues.

European History AP

Credit: 1	Level: V
Grade Offered: 10	Annual SS8216
	SS8217
11, 12	Annual SS8211
	SS8212
Prerequisite:	Teacher recommendation or Division Chair approval

Students should take European History AP if they have a strong interest in history and feel capable of reading and writing at a college level. The course is intended to give students an opportunity to experience the pace and intensity of a college-level course in modern European history. Working in the context of Europe from the Renaissance to the present, students develop skills in analysis of historical problems and in the selection and evaluation of sources. An important objective of the course is to prepare students for the AP European History Examination. This course will be offered to sophomores if sufficient enrollment at SC warrants. Sophomores will not be able to take this course at NC during their Sophomore year.

Global Relations

Credit: 1/2	Level: IV
Grade Offered: 9, 10	Fall SS6936
	Spring SS6937
Prerequisite:	Grade of B or better in World History; and/or a grade of C or better in English (Prep), (Accel), or (Hon); or approval of Division Chair.

This accelerated course uses U.S. foreign policy as a window into the issues of poverty, globalization, terrorism and conflict. The class challenges students by foregoing any use of a traditional textbook or study guide(s) and utilizing a variety of written materials that require students to read, write, and discuss at an advanced level.

Human Geography

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 9, 10	Fall SS5886
	Spring SS5887
Prerequisite:	None

In a time where the news we watch, the food we eat, the clothes we wear, the people we meet, and the decisions we make are increasingly global, we need to know the world!" – National Geographic. This semester class examines how Americans interact with the world from a physical, cultural, economic, and political standpoint. Our world's shrinking natural resource base accompanied by a growing world population continues to define the balance between the developing and the developed countries of the world. Why these issues matter to high

school students will be a central focus.

International Business Economics

Credit: 1/2 (cr/nc)	Level: III or IV
Grade Offered: 11, 12	Fall SS5931
	Spring SS5932
Prerequisite:	None

Interested in learning about the global economy? This course is designed for the student who wants to discover and learn how political systems, cultural differences, and values of world economics impact world business practices and decisions. Students will be given an opportunity to develop business skills and knowledge to function successfully as business professional in a global society. The students will be actively involved in group work, projects, reading and writing activities, critical thinking/problem solving of global economic issues. Speakers from the international business world will identify employment and career opportunities as global society. Students will be actively involved in group will identify employment and career opportunities as well as share their own personal experiences. Students may elect this course for Practical Arts credit in Business Education or for Social Studies credit.

Macroeconomics AP

Credit: 1/2	Level: V
Grade Offered: 11, 12	Fall SS8261
Prerequisite:	Teacher recommendation or Division Chair approval

This course is aimed at giving students a thorough understanding of the principles and concepts that apply to our economic system. Particular emphasis is on the study of national income and price determination, and the course also develops students' familiarity with economic performance measures, economic growth, and international economics. Fundamental economic concepts such as scarcity, opportunity costs, and comparative advantages will be included. Current economic topics and questions will be presented in order to prepare students for the AP Examination.

Career Internship Program

Credit: 1/2 (dc)	Level: IV
Grade Offered:	Fall SS5551
	Spring SS5552
	Summer SS5558, SS5559

This course is designed for the student who is seeking work experience in an area that wish to pursue as a career upon graduation or after attending college. The student will apply for the internship through the department that they wish to receive credit for the experience.

The student will work a minimum of 90 hours during the semester for credit for the course. The student will have weekly contact with the supervising teacher, develop a culminating project based upon the experience, be evaluated by the supervising teacher and the employer for the final grade. The student is responsible for their own transportation to and from the work place. This course may be taken for dual credit. It is the sole discretion of each department team to recommend the student for a work internship, application does not guarantee admission.

Microeconomics AP

Credit: 1/2	Level: V
Grade Offered: 11, 12	Spring SS8482
Prerequisite: Teacher recommendation or Division Chair approval	

The purpose of this course is to provide students will a thorough understanding of the principles of the economy that apply to the functions of the individual decision makers, both consumers and producers, within an economic system. This course will provide basic supply and demand theory, theory of the firm, and micro-analysis of economic problems and situations found in the various markets in our country. Current economic problems and models will be presented. Current economic topics and problem solving will be used in order to prepare the student for the AP Examination.

Psychology of the Mind

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 11, 12	Fall SS6111 Spring SS6112
Prerequisite: None	

Have you ever wondered how your mind works? Why do we think about things differently than our friends? Our parents? What are your dreams trying to tell you? Psychology of the Mind is an introductory course designed to answer these and other important questions. Topics we will study include: the mental process involved in thinking and memory, sleep cycles and dream analysis, the brain, sensation and perception, and intelligence. We will also discuss careers available in psychology and spend some time researching new developments in psychology. After completing this course, students will have a better understanding of how we can understand, predict, and control human behavior.

Psychology for Life

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 11, 12	Fall SS6121 Spring SS6122
Prerequisite: None	

How do we develop? What causes depression? Why

do we experience emotions? Psychology for Life is an introductory course designed to answer these important questions. Topics we will study include: mental health and mental illness, therapies, child development, adolescent behavior, old age and dying, personality theories, motivation, emotion, attitudes and how they influence our beliefs, as well as the most influential studies in Social Psychology. Students in Psychology for Life will spend time during the semester researching new developments in psychology. After completing this course, students will be better able to understand, predict and control human behaviors.

Psychology AP

Credit: 1	Level: V
Grade Offered: 11, 12	Annual SS8511 SS8512
Prerequisite: Teacher recommendation or Division Chair approval	

This course is aimed at instructing and preparing students for successful completion of a college level course, and includes preparation for the AP Psychology Examination. The teaching will emphasize a scientific approach to the study of psychology. Topics include: neuroscience, human development, learning, memory, thinking and intelligence, states of consciousness, social psychology and psychological disorders and therapy. Students will also be expected to complete original research on various psychological topics and complete a research paper. This class also analyzes current research to solidify the learning of psychological concepts and experimentation. Students who enroll in this course are expected to demonstrate strong reading and writing skills and be able to complete nightly reading assignments in order to be successful.

Sociology

Credit: 1/2 (cr/nc)	Level: III
Grade Offered: 11, 12	Fall SS6011 Spring SS6012
Prerequisite: None	

Sociology is the history of today. It is the scientific study of societies and human group behavior. Students explore issues relevant to 21st century life and how society influences behavior. Students examine global development and how technology and social change relate. Sociology provides the opportunity to explore other cultures, question the causes of social behavior and the relevance of sociology to their lives. Selected topics covered include culture, values, norms, globalization, socialization, social status, roles, deviance, conformity, the social institutions of family, religion, and education, and global inequality and prejudice.

U.S. History (Prep): American Studies

Credit: 2 (1 credit for English and 1 credit for U.S. History)

Level: III

Grade Offered: 11

Annual SS5741
SS5742

Prerequisite: English II

American Studies III (Prep) is a thematic approach to learning American History/Literature designed for students who want to try something a little different, yet meet all of the requirements of the English III (Prep) and U.S. History (Prep) courses. The course meets daily in a two-hour block of time, at times allowing for a larger class environment to create a greater sense of community. This structure creates the flexibility to more fully explore the people, events, and culture that helped shape this country's history while simultaneously being influenced by the ideas and literature that came from them. For instance, while studying past and current trends of immigration, students will participate in a simulation of Ellis Island, read short stories written by or about immigrants, and write their own piece of historical fiction. This course involves group work/collaboration, reading, writing, public speaking/presentation opportunities and tests that are geared to all English III (Prep) and U. S. History (Prep) students.

U.S. History (Accel): American Studies

Credit: 2 (1 credit for English and 1 credit for U. S. History)

Level: IV

Grade Offered: 11

Annual SS7411
SS7412

Prerequisite: English II (Accel) or (Hon)

American Studies (Accelerated) is a combination of U.S. History and American Literature that meets daily in a two-hour block of time and meets all the requirements for English and U.S. History credit. The combination of literature and history allows students to see the connections between American culture and the historical forces that shaped it. The class is organized thematically, rather than chronologically. This allows students to better make connections between history and literature as well as recognizing patterns in the same. For example, while studying the Roaring Twenties in history, students will read *The Great Gatsby* in literature and work on projects related to life in that decade, but will also apply those same themes to later American history and other pieces of literature. These experiences include a hands-on approach to history and literature through which students may engage in creative writing, group presentations, deliver speeches, make a short film, or become involved in social issues. Major emphasis is placed on developing written argumentation skills in preparation for college expectations. This challenging course will re-

ward students who are intellectually curious and willing to extend themselves.

U. S. History (Prep)

Credit: 1

Level: III

Grade Offered: 11, 12

Annual SS5711
SS5712

Prerequisite: None

U.S. History (Prep) attempts to promote student understanding of the numerous factors which have played a part in the development of American society. Areas of concentration and study begin with the colonial period and conclude with the issues of contemporary America. Emphasis is placed on reading and writing skills necessary for college.

U.S. History (Accel)

Credit: 1

Level: IV

Grade Offered: 11, 12

Annual SS7131
SS7132

Prerequisite: None

U.S. History (Accel) is for the serious student who wants an intensive, high-level thinking course with a rich U.S. History content. This option is a challenging course for a student who not only enjoys learning about history, but also analyzing the events and decisions made in the past. With a focus on writing, as well as reading, analyzing and discussing primary sources, students will learn how to connect historical events and ideas to a particular argument. In class, student analysis of history will occur in many forms, including Supreme Court hearings and formal debates, as well as taking on the role of a historical person. Major emphasis is on developing high-level writing and reading skills necessary for college.

U. S. History AP

Credit: 1	Level: V
Grade Offered: 11, 12	Annual SS8111 SS8112
Prerequisite: Teacher recommendation or Division Chair approval	

The course is intended for those qualified students who wish to take a college level United States history course while still in high school. The course is a chronological survey with emphasis on in-depth study of significant topics. An important objective of the course is to prepare students for the AP U.S. History Examination. A student typically takes this course in the junior year but may elect to take the course during the senior year instead. This course satisfies the U.S. History graduation requirement.

U.S. History ELL (English Language Learner)

Credit: 1	Level: III
Grade Offered: 11, 12	Annual SS3411 SS3412
Prerequisite: English Language Learner (ELL) identified and confirmed, and approval of ELL Coordinator	

U.S. History ELL attempts to promote student understanding of the numerous factors which have played a part in the development of American society. Areas of concentration and study begin with the colonial period and conclude with the issues of contemporary America. Emphasis is placed on developing reading and writing skills. This course is especially designed for those students who are learning to speak, read, and write in English as their second language.

World History

Credit: 1	Level: III
Grade Offered: 9	Annual SS5816 SS5817
Prerequisite: None	

World History aims to help students understand the complex world in which they live by developing insights into the thoughts and feelings of people within their own culture/civilization and other cultures/civilizations, as well as relating the past to the present and future. Students learn that although human needs are basically the same everywhere, differences in environment and history have played a determining role in establishing variety in cultures/civilizations. This course demon-

strates to students that history, geography, economics, political science, and social and cultural life are basic to the study of human development.

World History Humanities

Credit: 1	Level: III
Grades Offered: 9	Fall SS5856 SS5857
Prerequisite: Recommendation for Humanities block	

World History I Humanities is one course of three that make up the Humanities block designed to integrate the curricula of world history, English, and reading. Students are taught reading skills through the thematic teaching of content. The course explores the events of world history and the literature and non-fiction that relate to those time periods as well as make connections with current world issues. Students benefit from a lower student to adult ratio, access to current technology, and the flexibility of a three-hour block of time. The structure of the course incorporates Prep level instruction in reading, writing, listening, speaking, and researching while infusing 21st century and critical thinking skills with brain-based learning.

World History ELL

Credit: 1	Level: III
Grade Offered: 9, 10	Annual SS5846 SS5847
Prerequisite: English Language Learner (ELL) identified and confirmed, and approval of ELL Coordinator	

World History ELL aims to help the students understand the complex world in which they live by developing awareness of the thoughts and feelings of people within their own culture, as well as relating events in the past to the present and to the future. Students learn that although human needs are basically the same everywhere, differences in the environment and history have played a significant role in determining the different ways people met these needs, thus establishing a variety of cultures. This course demonstrates to students that history, geography, political systems, and social and cultural life are basic to the study of human development. This course is especially designed for those students who are learning to speak, read, and write in English as their second language.

Social Studies Classes

When choosing Annual Courses, you will need the first and second semester codes.

Freshman Courses

SS5816/7 World History
SS5846/7 World History ELL
SS5856/7 World History Humanities
(Eng I Human. Prep/World History
Human. Prep/Reading I Prep)

Electives

Fall Only

SS6516 Contemporary Issues in American Society
SS6936 Global Relations
SS5886 Human Geography

Spring Only

SS6517 Contemporary Issues in American Society
SS6937 Global Relations
SS5887 Human Geography

Sophomore Courses

Annual

SS8216/7 European History AP

Fall Only

SS6516 Contemporary Issues in American Society
SS5916 Economics
SS6936 Global Relations
SS5886 Human Geography

Spring Only

SS6517 Contemporary Issues in American Society
SS5917 Economics
SS6937 Global Relations
SS5887 Human Geography

Junior and Senior Courses

Annual

SS7131/2 U.S. History Accel
SS8111/2 U.S. History AP
SS5711/2 U.S. History Prep
SS3411/2 U.S. History ELL
SS7411/2 U.S. History Prep: Am. Studies
SS5711/2 U.S. History Accel: Am. Studies
SS8211/2 European History AP
SS8511/2 Psychology AP

Fall Only

SS6331 Constitutional Law
SS5911 Economics
SS5931 International Bus. Economics
SS8261 Macroeconomics AP
SS8311 US Govt AP & Politics
SS6111 Psychology of the Mind
SS6121 Psychology for Life
SS6011 Sociology

Spring Only

SS6332 Constitutional Law
SS5912 Economics
SS5932 International Bus. Economics
SS8242 Comparative Govt & Politics AP
SS8482 Microeconomics AP
SS6112 Psychology of the Mind
SS6122 Psychology for Life
SS6012 Sociology

Fall or Spring

SS5551/2 Career Internship

Have You Ever Considered A Career In ?

Anthropology

Anthropology Teacher
Archaeology
Criminology

Ethnology
Linguistics
Museum Curator

Courses

American Studies
Sociology

U.S. History
World History
Human Geography

Economics

Accountant
Actuary
Advertising Executive
Analyst
Banking
Business Management
City Manager
Claims Adjuster
Economics Teacher
Economist

Franchise Operator
Industrial/Agricultural
Economist
Insurance Agent
Investment/Financial
Management Trainee
Marketing Researcher
Urban Planner
Taxation Specialist

Courses

American Government AP
American Studies
Comparative Government AP
Contemporary Issues
Economics
European History AP
International Business Econ.

Macroeconomics AP
Microeconomics AP
Psychology
U.S. History
U.S. History AP
World History
Human Geography

Geography

Biographer
Cartographer
Climatologist/Meteorologist
Demographer
Environmentalist
Foreign Service
Geography Teacher
Diplomat

Geologist
Land Use Planner
Law Enforcement
Oceanologist
Recreation Planner
Resource Management
Travel Agent

Courses

American Studies
Contemporary Issues
Economics
Human Geography

Global Relations
U.S. History
World History

History

Antique Dealer
Architect
Archivist
Art Historian
Biographer
Civil Engineer
Columnist/Correspondent
International Business
National Park
Historian/Guide

History Consultant
History Teacher
Judge
Lawyer
Librarian
Museum Curator
Politician
Writer

Courses

American Government AP
American Studies
Comparative Government AP
Constitutional Law
European History AP

Psychology
Psychology AP
U.S. History
World History
U.S. History AP

Political Science

Criminologist
Foreign Service
Government Researcher
Judge
Lawyer

Political Science Teacher
Politician
Public Administrator
Urban Planner

Courses

American Government AP
American Studies
Comparative Government AP
Constitutional Law
Contemporary Issues
European History AP
Global Studies

International Business
Economics
Psychology
Psychology AP
U.S. History
U.S. History AP
World History

Psychology/Sociology

Camp Director
Career Counselor
Clergyman
Criminologist
Demographer
Employment Counselor
Ethnologist
Industrial Sociologist
Law Enforcement

Personnel Director
Psychiatrist
Psychologist
Psych-Sociology Teacher
Quantitative Analyst
Recreation Director
School Counselor
Social Worker
Urban Planner

Courses

American Studies
Contemporary Issues
Psychology

Psychology AP
Sociology
U.S. History

Biology
Consumer Economics
Curriculum Skills Resource
Driver Education
English I, II, III & IV
Geometry
Health
Inclusion Study Hall
L.I.F.E. English
L.I.F.E. Home Living Education
L.I.F.E. Mathematics
L.I.F.E. Physical Education
L.I.F.E. Reading
L.I.F.E. Skills I & II
L.I.F.E. Work Experiences
Math I & II
Personal Psychology
Personal/Social Development Resource
Personal/Social Development Core Classes
Physical Science
Practical Math
Reading
Social Communication
Transition Program
United States History
Work Experience II & III
World History

Special Education

Mrs. Karen C. Brown, Department Chair

TEL: SC (708) 579-6521

FAX: (708) 579-6031

EMAIL:kcbrown@lths.net

Special Education Services Department Description

A continuum of support services are available for students with disabilities. Programs range from support services provided in the general education classroom to special education content area classrooms for instructional or functional academic needs.

Each Special Education Services teacher serves as a case manager for a group of students with disabilities. The case manager serves as a team member with the student's counselor, social worker, and general education teachers in supporting the student with special needs. The Department Program Coordinators, the Special Education Services Social Worker, and School Psychologists serve as coordinators of IEP meetings.

The Department's services are coordinated by the Director and supported by psychologists, social workers, speech language pathologists, special education teachers, itinerants, and ParaEducators.

Course Sequences and Offerings

All Learning Independence for Every Day (L.I.F.E.) Classes are housed at South Campus

L.I.F.E. English	L.I.F.E. Physical Education	L.I.F.E. Social Skills
L.I.F.E. Reading	L.I.F.E. Skills I-II	L.I.F.E. Work Experience
L.I.F.E. Mathematics	L.I.F.E. Home Living Education	

South Campus 9-10

English I	English II
Math I	Math II
World History	Health
Personal/Social Development	Curriculum Skills Resource
Reading	Biology
Social Communication	Drivers Education

North Campus 11-12

English III	English IV
Geometry	Practical Math
U.S. History	Personal Psychology
Personal/Social Development	Curriculum Skills Resource
Physical Science	Reading
Work Experience II-III	Social Communication
	Consumer Education

Transition Program

Special Education

Special Education Services

LADSE

Dr. Sheri Wernsing, Executive Director

1301 West Cossitt Avenue, LaGrange, IL 60525

TEL: (708) 354-5730

FAX: (708) 354-0733

TTD: (708) 354-5994

WEB: www.ladse.org

LADSE Mission

LADSE is a special education cooperative governed by a Directing Board made up of the superintendents of its 17 member districts. LADSE, in partnership with its member districts, provides a full continuum of programs, services, and supports for students and their families and LADSE and district staff. LADSE's multi-district, self-contained programs are housed in member district school buildings. LADSE also provides to its member districts related services such as occupational and physical therapy, speech language, assistive technology, as well as professional development. All student services are accessed through the student's home district.

LEAST RESTRICTIVE ENVIRONMENT OPTIONS

- An asterisk (*) following "credit" indicates a course which applies toward the Practical Arts graduation requirement.

Regular Education Classes, Special Education Classes, and Related Supportive Services

- Support services that may be provided to the regular education classroom are a ParaEducator, collaborative consultation to the classroom teacher by Special Education Services staff, modified curriculum, and/or re-source pullout instruction for tutorial and/or compensatory instruction (i.e., Curriculum Skills Resource class, Personal Social Development class, Inclusion Facilitator services, and Vocational/Transitional Coordinator services).
- Instructional academic classes for students with significant educational needs in reading, writing, mathematics, organization, and work completion provide a practical approach to basic skill and concept development. They are offered in required subjects such as English, mathematics, history, driver education, health, consumer education, social studies, and science.
- L.I.F.E. academic classes (formerly called Functional classes) provide a community based approach to the following major areas: domestic, recreation/leisure, self-help, motor, language, and cognitive skills with an emphasis on life skills training, vocational training, and independent functioning in the community.
- Transition Program offers transition services for individuals who are ages 18 to 22 with various disabilities. The program offers services in a simulated real-life setting with meaningful practice and application of independent living and vocational skills.

Special Education Self-Contained

- A student may require specialized instruction throughout the school day, 9-10 periods per day. A student in a self-contained setting at the high school level receives instruction in required course offerings and some selected elective course offerings in Special Education Services with minimal participation in regular education. Participation in the lunchroom and hallways continues. This is considered a very restrictive environment.

Related Services

- The most commonly provided related services include hearing itinerant services, occupational therapy, physical therapy, school health services, school psychological services, school social work services, vision itinerant services, speech/language services, and transition services. Parents seeking assistance in these areas should contact their student's counselor, social worker, case manager, and/or the Special Education Services Program Coordinator.

- An asterisk (*) following “credit” indicates a course which applies toward the Practical Arts graduation requirement.

Biology

Credit: 1	Level: III	
Grade Offered: 10	Annual	IP2116 IP2117

Prerequisite: None

The goal of this course is to develop an understanding of the unity in the diversity of life forms and processes. Major concepts and areas of biology are introduced through a variety of hands-on, practical, and appropriately paced activities designed to fit a variety of students' learning styles. The course makes biology a “real” part of students' everyday life by increasing their awareness of their place in the environment. This class meets one of the graduation requirements for Science.

Consumer Economics

Credit: 1/2	Level: III	
Grade Offered: 11, 12	Fall	IP2851
Prerequisite: None	Spring	IP2852

Consumer Economics focuses on personal money management to help students become more informed consumers. A variety of units teach students how to address the consumer issues that they will face in their adult lives. Topics include insurance, housing, transportation, health services, credit, buying goods, and banking. Attention is also given to the basic economic structures in our country. This class meets the graduation requirement for Consumer Economics.

Curriculum Skills Resource

Credit: 1/2 (dc)	Level: Same as English Placement	
Grade Offered: 9, 10	Fall	IP0216
	Spring	IP0217
11, 12	Fall	IP0211
	Spring	IP0212

Prerequisite: Director or designee and Individual Education Plan (IEP) team approval

This course consists of two major components: resource support and learning strategy instruction. Resource support is provided to students with IEP's to meet the needs associated with their enrollment in general education classes. Learning strategy instruction is based on the Strategic Instruction Model (SIM) developed at the University of Kansas and encompasses instruction in test-taking, self-questioning, vocabulary development, and paraphrasing. Additionally, the class addresses self-advocacy and during students' junior year, post-secondary education entrance test preparation.

Driver Education

Credit: 1/2	Level: III	
Grade Offered: 10, 11, 12	One semester	
	Fall	IP9146
	Spring	IP9147
	Summer school	
9, 10, 11, 12		
Prerequisite:	At least 15-years-old and have passed at least eight classes (four credits) in the previous two semesters.	

The classroom phase of Driver Education is the only requirement for graduation at LTHS. (See pgs. v and 6). For eligibility and classroom standards, see page 75.

English I

Credit: 1	Level: III	
Grade Offered: 9	Annual	IP2216 IP2217

Prerequisite: None

English I is a literature based class designed to help students improve in the areas of reading, writing, and critical thinking skills. Vocabulary development, use of inference and literary techniques are stressed during classroom discussion. Differentiated instruction focuses on helping students address their individual IEP goals in the areas of written language and reading comprehension.

English II

Credit: 1	Level: III	
Grade Offered: 10	Annual	IP2226 IP2227

Prerequisite: English I

English II continues the development of reading, writing and critical thinking skills. Novels are discussed in terms of plot, setting, conflict, characterization and vocabulary. Differentiated instruction focuses on helping students address their individual IEP goals in the areas of written language and reading comprehension.

English III

Credit: 1	Level: III	
Grade Offered: 11	Annual	IP2231 IP2232

Prerequisite: English II

English III is a continuation of the themes and literary techniques discussed in English II. Novels and non-fiction texts are the basis for discussion and written language assignments. Vocabulary development continues to be emphasized. Differentiated instruction focuses on helping students address their individual IEP goals in the areas of written language and reading comprehension.

English IV

Credit: 1 Level: III
Grade Offered: 12 Annual IP2241
IP2242

Prerequisite: English III

In English IV, novels and non-fiction texts are used to reinforce Language Arts and to encourage critical thinking. Compositions requiring students to make judgments and comparisons are stressed. Differentiated instruction focuses on helping students address their IEP goals in the areas of written language and reading comprehension.

Geometry

Credit: 1 Level: III
Grade Offered: 11, 12 Annual IP2331
IP2332

Prerequisite: Math I and Math II

This course focuses on basic Geometry and uses problem situations, manipulative models, and technology to investigate geometric concepts, relationships, and systems. The concepts/topics emphasized in the course include measurement, geometric patterns, coordinate geometry, two- and three-dimensional figures, congruence, and similarity. Problem-solving situations presented in the course promote communication, engage student reasoning, and foster connections within mathematics, to other disciplines, and to the real world. The class also addresses individual needs of students in reviewing and reinforcing pre-algebra and algebra concepts. Differentiated instruction focuses on helping students address their individual IEP goals in the areas of math computation and math reasoning.

Health

Credit: 1/2 Level: III
Grade Offered: 10 Fall IP9016
Spring IP9017

Prerequisite: None

This course provides in-depth and appropriately-paced instruction in the following areas: human anatomy and physiology, mental health (including death education), chronic and degenerative diseases, human sexuality, alcohol, drugs and tobacco, consumer health, environmental health, and first-aid. The course provides in-depth instruction in the following areas: human anatomy and physiology; mental health (including death education); chronic and degenerative disease; human sexuality; alcohol, drugs, and tobacco; consumer health; environmental health; and first-aid.

Inclusion Study Hall

Credit: 0 Level: III
Grade Offered: 9, 10 Fall IP0046
Spring IP0047

11, 12

Fall IP0041
Spring IP0042

Prerequisite: Director or designee and IEP team approval

This is a service provided to students with severe executive functioning needs who require supports to address time management, organization, self-regulation and decision making within a small environment. The goal is for students to move into the General Study Hall with their non-disabled peers as soon as they are able to implement these executive functioning skills with little or no prompting. This service is provided to students with Inclusion facilitation services. Placement is based on the determination of the IEP Team in conjunction with the Inclusion Team and the Special Education Director or Designee.

L.I.F.E. English

Credit: 1 (dc) Level: III
Grade Offered: 9 - 12 Annual IP1516
IP1517

Prerequisite: Director or designee and IEP team approval

This highly individualized course uses research based curriculum to teach students essential language arts skills. Students learn to demonstrate understanding of words, stories, and written language in a manner that best reflects student goals. This class helps students make connections and generalize language arts across curricula.

L.I.F.E. Home Living Education

Credit: 1 (dc) Level: III
Grade Offered: 9 - 12 Annual IP1316
IP1317

Prerequisite: Director or designee and IEP team approval

The emphasis of this course is to enhance students' daily living skills. Skill development will focus on kitchen safety, meal planning and preparation, and operating household appliances (e.g. washer, dryer, small appliances, stove, etc). The course is individualized to meet each student's needs.

L.I.F.E. Mathematics

Credit: 1 (dc) Level: III
Grade Offered: 9 - 12 Annual IP1216
IP1217

Prerequisite: Director or Designee and IEP team approval

This course is designed to develop and enhance basic math skills. Instruction will focus on money skills, telling time and time management, computation, measurement, and word problems. The course is individualized to meet each student's needs.

L.I.F.E. Physical Education

Credit: 1 (dc)	Level: III	
Grade Offered: 9 - 12	Annual	IP7016 IP7017

Prerequisite: Director or designee and IEP team approval

This course offers an individualized physical education program for students with various ability levels. Safety instruction and practice is an essential component of the course. Instruction, participation, and practice in a variety of physical and recreational activities helps students establish a foundation in personal and team activities. The course is individualized to meet each student's needs.

L.I.F.E. Reading

Credit: 1 (dc)	Level: III	
Grade Offered: 9 - 12	Annual	IP1616 IP1617

Prerequisite: Director or designee and IEP team approval

This course is designed to provide individualized and intensive reading instruction. The course builds skills in the area of phonics, sight-word identification, vocabulary, fluency, spelling, and comprehension. A variety of texts, including research – based curricula and leisure books, are used to meet reading goals. The course is individualized to meet each student's needs.

L.I.F.E. Skills I

Credit: 1 (dc)	Level: III	
Grade Offered: 9	Annual	IP1916 IP1917
10, 11	Annual	IP1926 IP1927

Prerequisite: None

The focus of this course is to develop and enhance independent living skills necessary for success in adult life. The emphasis will be on life skill development in the areas of behavior, communication, community, grooming, self-awareness, health, money, recreation, safety, social skills, time management, and weather. Emphasis will also be on interaction within the environment and the development of skills necessary for success in adult life. The content of this course is designed to meet the individualized needs of students based on their goals and transition plans.

L.I.F.E. Skills II

Credit: 1 (dc)	Level: III	
Grade Offered: 11	Annual	IP1936 IP1937
12	Annual	IP1946 IP1947

Prerequisite: L.I.F.E. Skills I or the approval of the Director or designee and IEP team approval

The focus of this course is to further enhance life skills. Students will work on developing, improving, and extending skills required for increased independence. The emphasis will be on continued life skill development in the areas of behavior, communication, community, grooming, self-awareness, health, money, recreation, safety, social skills, time management, and transportation. Curriculum implementation will include interactions within various environments. The content of this course is designed to meet the individualized needs of students based on their goals and transition plans.

L.I.F.E. Social Skills

Credit: 1 (dc)	Level: III	
Grades Offered: 9, 10, 11, 12	Annual	IP1416 IP1417

Prerequisite: Director or designee and IEP team approval

This class offers direct instruction and repeated practice in order for students to learn and demonstrate social skills across school, community, and work environments. Through role playing, discussion, and other community activities, students will learn how to establish and maintain positive relationships with peers, and adults. The content of this course is designed to meet the individualized needs of students based on IEP goals.

L.I.F.E. Work Experiences

Credit: 1 (dc)	Level: III	
Grade Offered: 9 - 12	Annual	IP1016 IP1017

Prerequisite: Director or designee and IEP team approval

This course is designed to develop job skills for effective participation in the workforce. Students develop "soft skills" that are essential to success in today's professional environment. Students are placed in various training sites both inside and outside of LTHS. The content of this course is individualized according to each student's needs.

Mathematics I

Credit: 1	Level: III	
Grade Offered: 9	Annual	IP2316 IP2317

Prerequisite: None

This course is designed for students needing mathematical background before studying Algebra. This pre-Algebra course focuses on basic operations with real numbers, problem solving, introduction to linear equations and

basic Geometry concepts. Students learn to perform operations with integers, decimals, and fractions. Other topics include solving and simplifying linear equations, recognizing properties of exponents, and scientific notation. Students are equipped with the essential skills they need to master word problems through guided step-by-step problem solving techniques. Differentiated instruction focuses on helping students address their individual IEP goals in the areas of math calculation and math problem solving.

Mathematics II

Grade Offered: 10 Annual IP2326
IP2327

Prerequisite: Mathematics I

The class provides students with essential concepts and skills they need to succeed in a first-year Algebra course. The curriculum includes application lessons that demonstrate how algebra is integrated with related math content areas such as Geometry, Probability, and Statistics. Students learn to solve everyday math problems by translating them into algebraic language. The class also provides on-going support in basic math skill development and remediation. Differentiated instruction focuses on helping students address their individual IEP goals in the areas of math calculation and math problem solving.

Personal Psychology

Credit: 1/2 Level: III
Grade Offered: 11, 12 Fall IP2921
Spring IP2922

Prerequisite: None

This course is designed to provide students with the opportunity to apply information about human behavior to themselves and their environment. Content, materials, and general concepts of psychology are presented and tied to personal development and responsibility. This course will satisfy a graduation requirement in Social Studies. This class meets the .5 graduation requirement for Social Science.

Personal/Social Development Resource

Credit: 1/2 (cr/nc) (dc) Level: Same as
English Placement
Grade Offered: 9, 10 Fall IP2416
Spring IP2417
11, 12 Fall IP2421
Spring IP2422

Prerequisite: Director or designee and IEP team approval

This is a course for students who are eligible for Special Education services under the category of Emotional Disability. The course will work with students in improving self-image, social adjustment, self-discipline, ability to handle daily stress situations, developing future plans and

setting goals for themselves, along with problem solving strategies. Students will monitor and reflect on progress by earning daily points for behavior, participation, organization, and attendance.

Personal/Social Development - Self-Contained Content Area Courses

Credit: 1	Level: III
Grade Offered: 9, 10	Annual TBD
11, 12	Fall TBD
	Spring TBD

Prerequisite: Director or designee and IEP team approval

Students who are enrolled in the Personal/Social Development class may also be enrolled in the following courses. These classes are not available on a credit/no credit basis.

- PSD English I, II, III, IV
- PSD Mathematics I, II
- PSD Geometry
- PSD Consumer Economics
- PSD World History (South Campus)
- PSD US History (North Campus)

Physical Science

Credit: 1	Level: III
Grade Offered: 11, 12	Annual IP2171 IP2172

Prerequisite: None

This course is designed to help students learn the basic laws and principles found within Physics, Chemistry, Earth Science, Astronomy and Meteorology and Chemistry. Students will work with data and improve their abilities to infer and classify information. Hands on investigations and lab activities will help students apply the skills they are learning to everyday life. Differentiated instruction will address the students' learning needs as indicated in their Individual Education Plans. This class meets one of the graduation requirements for Science.

Practical Math

Credit: 1	
Grade Offered: 11, 12	Annual IP1241 IP1242

The course is designed to reinforce and teach basic mathematical skills that are essential for successful employment in various vocational fields. General problem solving strategies for everyday situations are also presented. The course will address development of practical math skills in the following areas: fractions, whole numbers, decimals, percentage, estimation, probability, basic statistics, customary and metric measurement, and the understanding and use of graphs and charts. Differentiated instruction focused on helping students address their individual IEP goals in the areas of math computation and math reasoning.

Reading

Credit: 1 (dc)	Level: III
Grade Offered: 9, 10	Fall IP2516
	Spring IP2517
11, 12	Fall IP2511
	Spring IP2512
Prerequisite: Director or designee and IEP team approval	

This research-based course is designed specifically for students who require a more intensive reading program. Using a guided reading approach, this class enables students to learn and practice reading strategies focusing on comprehension, vocabulary and fluency through whole-group, small-group and individual activities. Data collected through curriculum based measures is used to adjust instruction in order to meet the individual needs of all students.

Social Communication

Credit: 1 (dc)	Level: Same as English class
Grade Offered: 9, 10	South Campus IP2296
	IP2297
11, 12	North Campus IP2291
	IP2292
Prerequisite: Director or designee and IEP team approval	

This class targets the needs of students who have pervasive impairments in social communication that significantly affect their ability to learn and interact with others within the school and community environments. A variety of units teach students perspective taking, meaningful conversation strategies, non-verbal communication and self-advocacy. Students must demonstrate a knowledge of metalinguistic concepts as determined by the Speech-Language Pathologist.

Transition Program

Credit: 1	Annual	IP1556
		IP1557
Grade Offered: 12+		

The goal of the Transition Program is to offer transition services to individuals with various disabilities/ability levels (ages 18-22) who have met the requirements for graduation. The Transition Program offers a continuum of services in an authentic setting with meaningful practice and application of a full spectrum of independent living and vocational skills. The Transition Program follows a unique time table that does NOT align with the regular high school bell schedule. Individuals work on a variety of skills and activities based on individual goals, including (but not limited to) life skills, community-based training, vocational training, transportation training and recreation/leisure activities. Additionally, students in the Transition Program have access to the LTHS Transition House. The LTHS Transition House opened in

winter of 2011 and serves to acquaint students with foundations of home living in an authentic setting. The Transition House is used to teach basic home upkeep, gardening, laundry, cooking, home project management, home safety, etc.. Other topics may be covered as different opportunities arise.

United States History

Credit: 1	Level: III
Grade Offered: 11, 12	Annual IP2211
	IP2212

Prerequisite: None

This course examines the growth of the United States from colonial times to the present. It presents the sequential approach of history to the students through individual unit packages to assure their success. Every student in this course must pass the U. S. Constitution Test in order to fulfill graduation requirements. Geography skills are emphasized throughout the course. Differentiated instruction will address the students' learning needs as indicated in their IEP.

Work Experience II and III

Credit: 1* (each year)	Level: III
Grade Offered: 11	Annual II IP2721
	IP2722
12	Annual III IP2731
	IP2732

Prerequisite: None

This course focuses on skill development in the world of work. The course begins with a minimum two-week orientation to the work training program. Community job training placement follows with efforts made to individualize each placement according to students' strengths and challenges. The course emphasizes the development of appropriate work habits necessary for occupational success. As students progress in their work training sites they are better able to generalize their coursework and IEP goals to the world of work.

World History

Credit: 1	Level: III
Grade Offered: 9	Annual IP2816
	IP2817

Prerequisite: None

This course examines the growth of the United States from colonial times to the present. The content is presented in individual sequential/chronological units to assure understanding of historical events and to prepare for the U.S. Constitution Test. Every student must pass the U.S. Constitution Test in order to fulfill graduation requirements. Geography skills are emphasized throughout the course. Differentiated instruction will address the students' learning needs as indicated in their IEP.

Special Education Classes

When choosing Annual Courses, you will need the first and second semester codes.

Freshman Courses

Annual

IP2216/7	English I
IP2256/7	English I PSD
IP2516/7	Reading
IP2316/7	Mathematics I
IP2346/7	Mathematics I PSD
IP2296/7	Social Communication
IP2816/7	World History
IP2826/7	World History PSD
IP1916/7	L.I.F.E. Skills I
IP1516/7	L.I.F.E. English
IP1616/7	L.I.F.E. Reading
IP1416/7	L.I.F.E. Social Skills
IP1316/7	L.I.F.E. Home Living Education
IP1016/7	L.I.F.E. Work Experience
IP1216/7	L.I.F.E. Mathematics
IP7016/7	L.I.F.E. Physical Education

Fall Only

IP0216	Curriculum Skills Resource (F)
IP2516	Reading (F)
IP2416	Personal/Social Development I
IP0046	Inclusion Study Hall

Spring Only

IP0217	Curriculum Skills Resource (S)
IP2517	Reading (S)
IP2417	Personal/Social Development I
IP0047	Inclusion Study Hall

Sophomore Courses

Annual

IP2216/7	English I
IP2256/7	English I PSD
IP2226/7	English II
IP2266/7	English II PSD
IP2516/7	Reading
IP2296/7	Social Communication
IP2116/7	Biology
IP2316/7	Mathematics I
IP2346/7	Mathematics I PSD
IP2326/7	Mathematics II
IP2356/7	Mathematics II PSD
IP2236/7	Practical Math
IP2416/7	Personal/Social Development
IP2816/7	World History
IP2826/7	World History PSD
IP1916/7	L.I.F.E. Skills I
IP1516/7	L.I.F.E. English
IP1616/7	L.I.F.E. Reading
IP1416/7	L.I.F.E. Social Skills
IP1316/7	L.I.F.E. Home Living Education
IP1016/7	L.I.F.E. Work Experience
IP1216/7	L.I.F.E. Mathematics
IP7016/7	L.I.F.E. Physical Education

Sophomore Courses (cont'd)

Fall Only

IP0216	Curriculum Skills Resource
IP9146	Driver Education Special Education
IP9016	Health Special Education
IP9096	Health PSD
IP2416	Personal/Social Development
IP2516	Reading
IP0046	Inclusion Study Hall

Spring Only

IP0217	Curriculum Skills Resource
IP9147	Driver Education Special Education
IP2417	Personal/Social Development
IP2517	Reading
IP0047	Inclusion Study Hall

Junior and Senior Courses

Annual

IP2291/2	Social Communication
IP2231/2	English III
IP2241/2	English IV
IP2261/2	English II PSD
IP2271/2	English III PSD
IP2281/2	English IV PSD
IP2511/2	Reading
IP2331/2	Geometry
IP1241/2	Practical Math
IP2361/2	Geometry PSD
IP2171/2	Physical Science
IP2211/2	U. S. History
IP2831/2	U.S. History PSD
IP2721/2	Work Experience II
IP2731/2	Work Experience III
IP1236/7	L.I.F.E. Skills I
IP1246/7	L.I.F.E. Skills II
IP1516/7	L.I.F.E. English
IP1616/7	L.I.F.E. Reading
IP1416/7	L.I.F.E. Social Skills
IP10 16/7	L.I.F.E. Work Experience
IP1216/7	L.I.F.E. Mathematics
IP7016/7	L.I.F.E. Physical Education
IP1316/7	L.I.F.E. Home Living Education
IP1556/7	Transition Program

Fall Only

IP2851	Consumer Economics
IP0211	Curriculum Skills Resource
IP2921	Personal Psychology
IP2421	Personal & Social Development
IP2511	Reading
IP0041	Inclusion Study Hall

Spring Only

IP2852	Consumer Economics
IP0212	Curriculum Skills Resource
IP2922	Personal Psychology
IP2422	Personal & Social Development
IP2512	Reading
IP0042	Inclusion Study Hall

Chinese I, II, III, IV
Chinese Language & Culture AP
French I, II, III
French Language (Prep/Accel)
French Language AP
Advanced French Communication
Etymology
German I, II
German Language & Culture AP
German Communication
German Language
Italian I, II, III, IV
Italian Language & Culture AP
Latin I, II
Latin Poetry
Latin Prose
Latin Vergil AP
Spanish I, II, III
Spanish Language Accel
Spanish Language AP
Advanced Spanish Communication
Spanish for Spanish Speakers
Career Internship Program

World Languages

Mr. Nick Gehl, Division Chair
 TEL: SC (708) 579-6585, NC (708) 579-6488
 FAX: (708) 579-6497
 EMAIL: ngehl@lths.net

Mr. Mark Dahl, Assistant Division Chair
 TEL: NC (708) 579-6368
 EMAIL: mdahl@lths.net

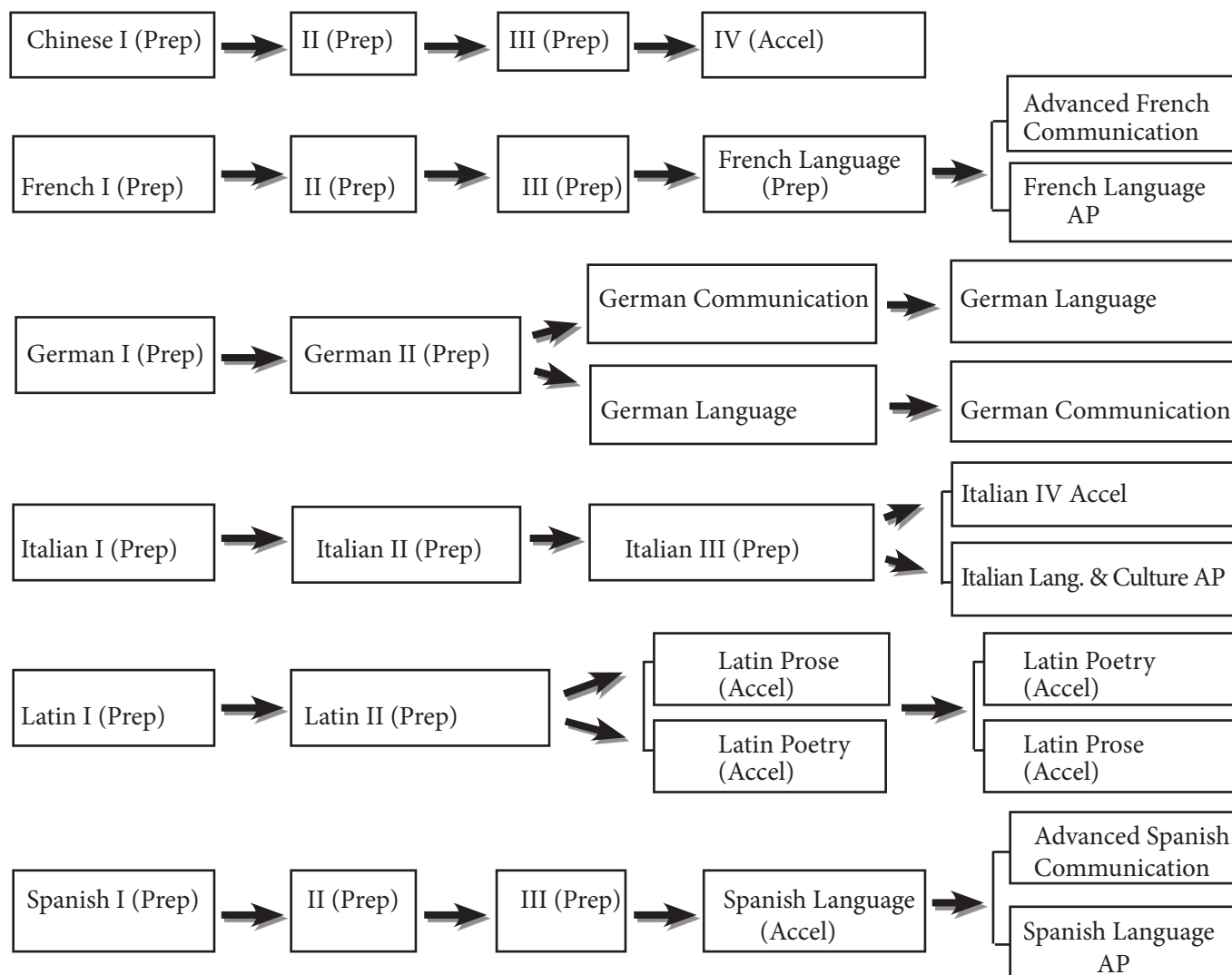
Fine Arts Division Philosophy

The departments of the Fine Arts Division include the Visual Arts, Music, and World Languages. They all focus on the need for individual expression and communication with others. Each area nurtures the internal development of creativity, intuition, reasoning, and imagination and offers a unique means by which thoughts and feelings can be conveyed to familiar and foreign societies. It is the belief of the Division that, through these timeless disciplines, students will come to appreciate civilizations past and to contribute to the future advancement of the individual and society.

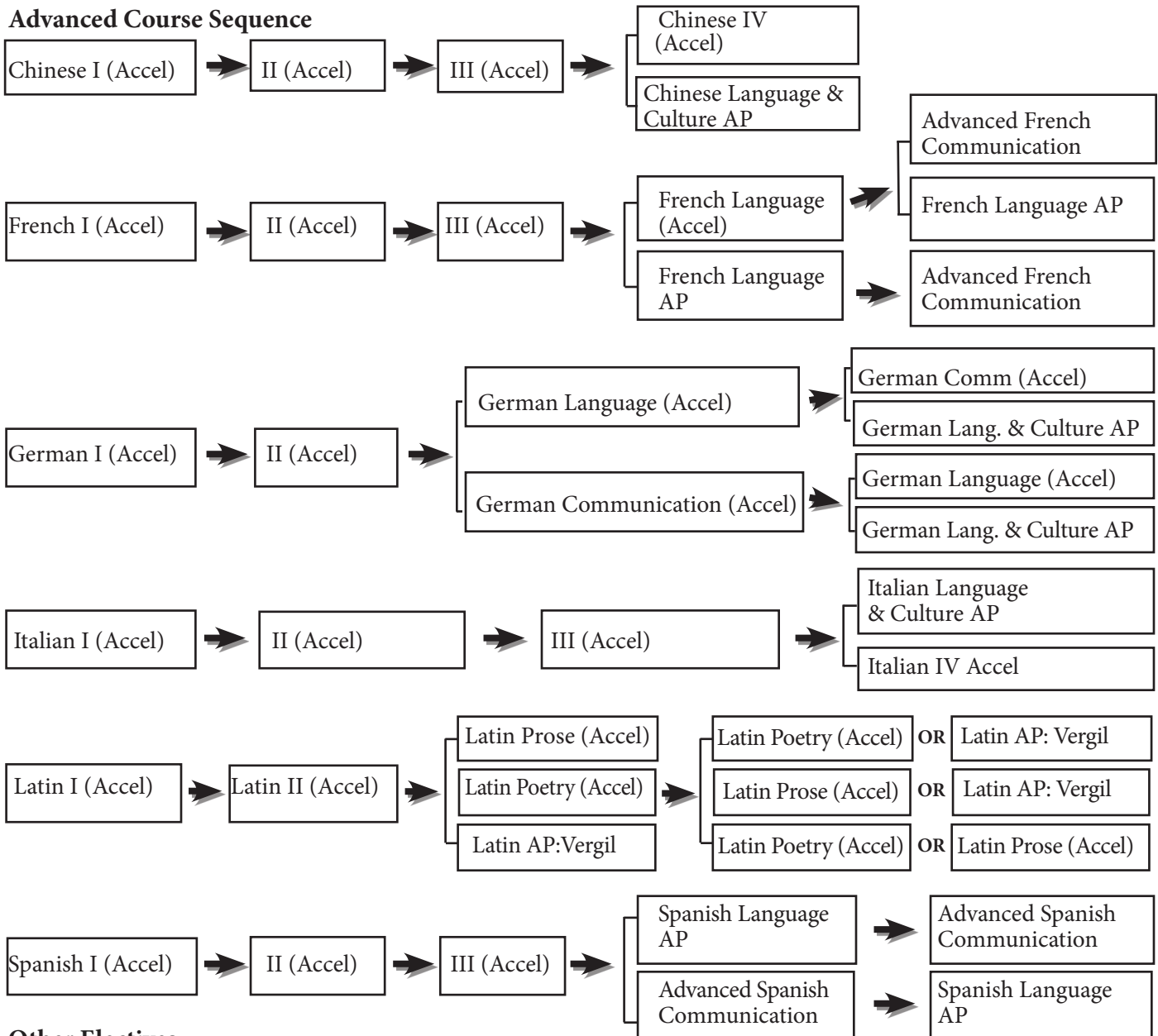
World Languages Department Philosophy

The study of a world language opens the world to the individual by providing the means and opportunity for personal expression and communication with others. The cultural component, both historical and current, sets the appropriate context under which the language, beliefs, and customs of diverse societies can be studied, understood, and appreciated.

Regular Course Sequence



Advanced Course Sequence



Other Electives

- Spanish for Spanish Speakers

- Etymology Prep/Etymology Accel

Success In World Languages

Studying a world language increases the understanding of the language and culture of peoples of the world and the knowledge of one's own language and culture. The student's success will depend upon willingness to study daily, to memorize thoroughly, to listen attentively, and to apply the language in reading, writing, speaking, and listening.

Students With Previous Language Experience

Students who have bilingual parents or have lived in a foreign country may be placed in a second or third year language class. Students who have studied a foreign language in a Township articulated program prior to high school and have been placed in a second year class

will be awarded high school credit retroactively on a credit/no credit basis. This credit will be assigned upon completion (grade of C or better) of the next course in the sequence. ***Please note that credit will not appear on the student's transcript until the end of the first semester of the subsequent year.***

Placement into Ability Groups

Students are placed in world language sections based on the following criteria:

- Information from the eighth grade teachers
- EXPLORE (Math, Reading, English)

After the initial recommended placement of incoming freshmen is made, the associate schools review the results and recommend further changes. Such changes are considered by the LTHS World Languages Department which, if in agreement, will make the placement revision. Parents and students are notified in writing of the final placement decisions. Parents may then request changes and/or consultation about placement decisions by contacting the division chair.

Course levels and sequences may be combined into the same section if course enrollment is insufficient to offer them as independent classes and/or if the curriculum is so developed.

Due to the sequential nature of World Languages courses, students who receive an F for a first semester grade will be dropped from the course for the second semester. This will necessitate successfully repeating the course in order to continue in the sequence. Schedule changes are permitted under these circumstances.

College Credit

Many colleges offer advanced standing and/or credit upon successful completion of third, fourth, or fifth year courses and/or scores on placement exams.

World Languages and Advanced Placement (AP) Examinations

The World Languages Department offers students the opportunity to prepare for six different AP examinations. Chinese Language and Culture, Latin: Vergil, French Language, German Language and Culture, Italian Language and Culture and Spanish Language. The names of these tests correspond to the names of the courses located in the World Languages Department section of the **Guide**.

To prepare for an AP examination in a world language, students should have

- completed the appropriate sequence of language study in high school;
- sought placement in Level IV (Accel) sections of the language;
- used the language at every opportunity; and
- enrolled in the course that provides direct preparation for the examinations.

Chinese Language and Culture

This examination assesses interpretive, interpersonal, and presentational communication skills along with the knowledge of Chinese culture. Students will identify the appropriate continuation of a conversation, answer questions to listened cues, answer questions to written cues, narrate a story suggested by a series of pictures, write a letter, read/answer an e-mail message, and relay a voice message. Students will make two presentations: one on Chinese culture and another on a plan for an event involving a cultural component. All will be done via computer.

Latin Literature This examination measures knowledge of the works on the required reading list, the ability to interpret literary texts, and competence in the use of the language (translation and grammar) in one test: Latin: Vergil.

French Language This examination evaluates the level of performance in the use of the language, in understanding written and spoken French, and in responding with ease in correct and idiomatic French in oral and written expression.

German Language & Culture This examination tests proficiency in understanding written and spoken German and the ability to respond with correct and idiomatic spoken and written German without special emphasis or knowledge of literature.

Italian Language & Culture This examination evaluates the student's level of Italian language proficiency and cultural understanding by means of reading, writing, speaking, and listening. In preparation for the exam, students will read authentic texts, listen to authentic broadcasts, speak on a variety of topics, and write comprehensive essays.

Spanish Language This examination evaluates the level of performance in the use of the language, in understanding written and spoken Spanish, and in responding with ease in correct and idiomatic Spanish in oral and written expression.

World Languages Department Standards

Standard I

Communication

- A. Listening: students understand and interpret spoken language on a variety of topics.
- B. Speaking/Listening: students engage in conversation, provide information, express feelings and emotions, and exchange opinions.
- C. Writing: students present in written form information, concepts, and ideas on a variety of topics.
- D. Reading: students comprehend and interpret various written materials.

Standard II

Culture

- A. Students demonstrate a knowledge of the traditions and daily habits of the cultures studied.
- B. Students demonstrate a knowledge of the products (formal and informal) generated by the culture studied.
- C. Students demonstrate an understanding of the beliefs and history leading to the practices and products of the cultures studied.

Standard III

Connections

- A. Students reinforce and further their knowledge of other disciplines through the study of the world languages and culture.
- B. Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its culture.

Standard IV

Comparisons

- A. Students demonstrate an understanding of the nature of language through comparison of the language studied and their own.
- B. Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

Standard V

Communities

- A. Students apply their language experience both within and beyond the school setting.

Independent Study Under specific conditions as outlined on p. 25 of the **Guide**, students may make application for Independent study. In all cases, students must secure parent, teacher, counselor, divisional, and building administration approval. Independent study may not be taken as an 8th semester/annual course.

Chinese I (Prep)

Credit: 1	Level: III
Grade Offered: 9, 10	Annual WL5316
	WL5317
11, 12	Annual WL5311
	WL5312
Prerequisite: None	

This course serves as an introduction to the language and culture of China. Students learn to speak, listen, read, and write Mandarin Chinese by applying grammar and vocabulary in context. Additional reinforcement is provided through the use of CD's, videos, books, and other media. The writing component will be limited to the recognition of Chinese simplified characters and simple production along with Pinyin. A cultural component is included to familiarize students with the everyday life and formal culture of China. If enrollments so dictate, the prep and accel classes may meet together in the same classroom.

Chinese I (Accel)

Credit: 1	Level: IV
Grade Offered: 9,10	Annual WL7716
	WL7717
11,12	Annual WL7711
	WL7712
Prerequisite: None	

This course serves as an introduction to the language and culture of China. Students learn to speak, listen, read, and write Mandarin Chinese by applying grammar and vocabulary in context. Additional reinforcement is provided through the use of CD's, videos, books, and other media. The writing component will include the writing and recognition and production of Chinese simplified characters along with Pinyin. A cultural component is included to familiarize students with the everyday life and formal culture of China. If enrollments so dictate, the prep and accel classes may meet together in the same classroom.

Chinese II (Prep)

Credit: 1	Level III
Grade Offered: 10,	Annual WL5326
	WL5327
11, 12	Annual WL5321
	WL5322
Prerequisite: Chinese I (Prep or Accel)	

Students will continue to build their vocabulary, grammar, and cultural knowledge of Mandarin Chinese. Using more complex structures, students will listen, speak, read, and write in the language at a higher level. The cultural component is expanded. Application of contextual language is emphasized. The recognition of Chinese characters will continue with some character writing required. If enrollments so dictate, the prep and

accel classes may meet together in the same classroom.

Chinese II (Accel)

Credit: 1	Level: IV
Grade Offered: 10	Annual WL7736
	WL7737
11,12	Annual WL7731
	WL7732

Prerequisite: Chinese I (Prep or Accel)

Students will continue to build their vocabulary, grammar, and cultural knowledge of Mandarin Chinese. Using more complex structures, students will listen, speak, read, and write in the language at a higher level. The cultural component is expanded. Application of contextual language is emphasized. The writing of Mandarin Chinese characters will increase. If enrollments so dictate, the prep and accel classes may meet together in the same classroom.

Chinese III (Prep)

Credit: 1	Level: III
Grade Offered: 11, 12	Annual WL5331
	WL5332
Prerequisite: Chinese II (Prep or Accel)	

Students will continue their study of Mandarin Chinese grammar, vocabulary, and culture at the third year level. Reading, writing, speaking, and listening in context will again be emphasized. Reinforcement of the skills will be provided with CD's, videos, books, and other media. More authentic materials will be used throughout the year. If enrollments so dictate, the prep and accel classes may meet together in the same classroom.

Chinese III (Accel)

Credit: 1	Level IV
Grade Offered: 11,12	Annual WL7741
	WL7742
Prerequisite: Chinese II (Prep or Accel)	

Students will continue their study of Mandarin Chinese grammar, vocabulary, and culture at the third year level. Reading, writing, speaking, and listening in context will again be emphasized. Reinforcement of the skills will be provided with CD's, videos, books, and other media. More authentic materials will be used throughout the year. Students will write and read using the simplified Chinese characters. If enrollments so dictate, the prep and accel classes may meet together in the same classroom.

Chinese IV (Accel)

Credit: 1	Level: IV
Grade Offered: 12	Annual WL7751
	WL7752

Prerequisite: Chinese III (Prep or Accel)

Students will continue their study of Mandarin Chinese grammar, vocabulary, and culture at the fourth year level. Interpersonal, interpretive, and presentational modes of reading, writing, speaking, and listening in context will be emphasized. Reinforcement of the skills will be provided with CD's, videos, books, and other media. More authentic materials will be used throughout the year. Students will write and read using the simplified Chinese characters and Pinyin. If enrollments so dictate, the accel and AP classes may meet together in the same classroom.

AP Chinese Language and Culture

Credit: 1
Grade Offered: 12

Level: V
Annual WL8711
WL8712

Prerequisite: Chinese III (Accel)

Students will continue their study of Mandarin Chinese grammar, vocabulary, and culture at the AP level. The interpersonal, interpretive, and presentational modes of reading, writing, speaking, and listening in context will again be emphasized. Reinforcement of the skills will be provided with CD's, videos, books, and other media. More authentic materials will be used throughout the year. Students will write and read using the simplified Chinese characters. Curriculum, activities, and rigor will be driven by the Chinese Language and Culture advanced placement exam. If enrollments so dictate, the accel and AP classes may meet together in the same classroom.

French I Prep & Accel

Credit: 1
Grade Offered: 9, 10
(Prep)

Level: III or IV
Annual WL5416
WL5417

(Accel) Annual WL7416
WL7417

11, 12
(Prep) Annual WL5411
WL5412

(Accel) Annual WL7411
WL7412

Prerequisite: None

Students learn to understand, speak, read, and write French while exploring French life and culture. Songs, proverbs, dialogues, films, CDs, and reading materials help build basic language skills as well as provide cultural enrichment. For those students studying at the accelerated level, activities and assessments are designed to practice and test the student's proficiency at an extended rigor level.

French II Prep & Accel

Credit: 1
Grade Offered: 9, 10

Level: III or IV

(Prep) Annual WL5426
WL5427

(Accel) Annual WL7426
WL7427

11, 12
(Prep) Annual WL5421
WL5422

(Accel) Annual WL7421
WL7422

Prerequisite: French I (Prep or Accel)

Students continue developing the ability to understand, speak, read, and write in French. Various topics about the life of young French people and French-speaking countries are presented. Songs, films, compositions, dialogues, and CDs are among the many ways in which new vocabulary and structures are learned. The pace of the class is commensurate with that of accelerated classes. Modifications in student assessment and activities are made for students who study the course at the preparatory level.

French III Prep & Accel

Credit: 1
Grade Offered: 10
(Prep)

Level: III or IV
Annual WL5436
WL5437

(Accel) Annual WL7436
WL7437

11, 12
(Prep) Annual WL5431
WL5432

(Accel) Annual WL7431
WL7432

Prerequisite: French II (Prep or Accel)

Students in French III develop a higher degree of proficiency in understanding, speaking, reading, and writing in the target language. The basic text systematically reviews previously taught concepts and presents new grammar fundamentals and vocabulary. Art, music, historical figures, and buildings/monuments are explored in addition to countries of the French-speaking world. The pace of the class is commensurate with that of accelerated classes. Modifications in student assessment and activities are made for students who study the course at the preparatory level.

French Language Prep & Accel

Credit: 1
Grade Offered: 11, 12
(Prep)

Level: III or IV
Annual WL5441
WL5442

(Accel) Annual WL7441
WL7442

Prerequisite: French III (Prep or Accel)

Students develop their abilities to converse in French and to read authentic materials. They refine their comprehension of grammatical structure and increase their

active vocabulary. Students communicate their thoughts, feelings, and ideas in speech and in writing. Videos, compact disks, and cassettes help students to develop their oral comprehension skills as well as to increase their cultural knowledge of the French people.

Advanced French Communication

Credit: 1	Level: IV
Grade Offered: 12	Annual WL7451
WL7452	
Prerequisite:	French Language Prep, Accel or French Language AP

This course is designed for students whose goal is to attain a high level of mastery of the French language. Designed to enhance the student's communication skills, a variety of authentic materials and cultural resources are used toward that end. The skills of reading, writing, speaking, and listening will be practiced and refined in a thematic context. Vocabulary will be expanded considerably.

French Language AP

Credit: 1	Level: V
Grade Offered: 11, 12	Annual WL8411 WL8412
Prerequisite:	French III (Accel) or French Language Prep or Accel

This course is designed to prepare students for the AP French Language Examination. This includes mastery of grammar and fluency in oral and written expression. The ability to converse in French and to read authentic materials enable students to write original compositions expressing their reactions to, evaluations of, and feelings on a variety of topics. Practice for the examination includes intensive conversational and reading practice along with contextual grammar application.

German I (Prep) & (Accel)

Credit: 1	Level: III or IV
Grade Offered: 9, 10 (Prep)	Annual WL5616 WL5617
(Accel)	Annual WL7616 WL7617
11, 12 (Prep)	Annual WL5611 WL5612
(Accel)	Annual WL7611 WL7612

Prerequisite: None

Students learn to comprehend, speak, read and write basic German, while learning the daily culture of German-speaking countries. Songs, Power Point presentations, online-exercises, other websites and games supplement the text. Speaking and memorization of structures and vocabulary are emphasized and practiced in context.

At the accelerated level IV, students are expected to do additional oral presentations. Assessments are designed to test the student's reading comprehension and ability to apply a variety of grammatical structures in context. Activities and assessments are designed to practice and test the student's proficiency at an extended rigor level.

German II (Prep) & (Accel)

Credit: 1	Level: III or IV
Grade Offered: 10 (Prep)	Annual WL5626 WL5627
(Accel)	Annual WL7626 WL7627
11, 12 I(Prep)	Annual WL5621 WL5622
(Accel)	Annual WL7621 WL7622
Prerequisite:	German I (Prep or Accel)

Students continue to develop and apply skills in understanding, speaking, reading and writing German based on the second year text. The children's book, *Oh, wie schön ist Panama*, as well as other short readings, songs, skits, dialogues, films and games supplement class work. Students studying for accelerated level IV are expected to demonstrate an active command of the language through lengthier compositions and dialogues. Assessments are designed to test the student's ability to manipulate more complex grammatical structures in context at an extended rigor level.

German Language (Prep) & (Accel)

Credit: 1	Level: III or IV
Grade Offered: 11, 12 (Prep)	Annual WL5651 WL5652
(Accel)	Annual WL7651 WL7652
Prerequisite:	German II (Prep or Accel) or German Communication (Prep or Accel) (Offered 2012-2013, 2014-2015)

German Language will be offered alternating years with German Communication. Students continue to improve their proficiency in the German language with emphasis placed on listening, speaking, reading, and writing. Aside from the core text, short stories, newspaper and magazine articles, poetry and cultural readings are studied. Students will read two novels: *Im Land der Schokolade und Bananen*, and *Emil und die Detektive*. Class work is supplemented by films, online activities, radio and other listening activities. Students studying at the accelerated level are challenged with expanded grammar structures and native-speaker reading material. Assessments are designed to test students' mastery of complex vocabulary and a wide variety of grammatical structures at an extended rigor level.

German Communication (Prep) & (Accel)

Credit: 1	Level: III or IV
Grade Offered: 11, 12	
III	Annual WL5661 WL5662
IV	Annual WL7661 WL7662
Prerequisite: German II (Prep/Accel) or German Language (Prep/Accel)	
Years Offered 2013-2014, 2015-2016	

German Communication will be offered alternating years with German Language. Students continue to improve their proficiency in the German language with emphasis placed on listening, speaking, reading, and writing. Aside from the core text, short stories, newspaper and magazine articles, poetry and cultural readings are studied. Students will read two novels: *Das Paradies liegt in Amerika* and *Damals war es Friedrich*. Class work is supplemented by films, online activities, radio and other listening activities. Students studying at the accelerated level are challenged with expanded grammar structures and native-speaker reading material. Assessments are designed to test students' mastery of complex vocabulary and a wide variety of grammatical structures at an extended rigor level.

German Language & Culture AP

Credit: 1	Level: V
Grade Offered: 12	
	Annual WL8611 WL8612
Prerequisite: German Language (Prep/Accel) or German Communication (Prep/Accel)	

Students studying at the AP level will prepare for the AP language exam in German. Additional material practiced and applied includes idiomatic expressions and a comprehensive grammar review. Students will be expected to use their language skills to analyze and evaluate a variety of written materials, both in writing and orally at an extended rigor level. Students will study authentic short stories, newspaper and magazine articles, poetry, novels and cultural readings, aside from the core text. Class work is supplemented by films, online activities, radio and other listening activities.

Italian I (Prep) & (Accel)

Credit: 1	Level: II or IV
Grade Offered: 9, 10	
I (Prep)	Annual WL6116 WL6117
I (Accel)	Annual WL7316 WL7317
11, 12	
I (Prep)	Annual WL6111 WL6112

I (Accel) Annual WL7311
WL7312

Prerequisite: None

In this introductory course in Italian, students will learn and apply basic structures and vocabulary using the four skills of listening, speaking, reading, and writing while studying about Italian culture. Oral proficiency activities, dialogues, and readings develop those skills. Students studying at the accelerated level will do additional independent work. Activities and assessments are designed to practice and test the student's proficiency at an extended rigor level.

Italian II (Prep) & (Accel)

Credit: 1	Level: III or IV
Grade Offered: 10	
II (Prep)	Annual WL6126 WL6127
II (Accel)	Annual WL7326 WL7327
11, 12	
II (Prep)	Annual WL6121 WL6122
II (Accel)	Annual WL7321 WL7322

Prerequisite: Italian I (Prep or Accel)

Italian II is a continuation of the study of basic Italian grammatical concepts and vocabulary. More emphasis is placed on the aural-oral skills of listening and speaking through the use of CDs, movies, oral proficiency activities, and small group work. Cultural enrichment is further enhanced through the study of such topics as the Renaissance, cuisine, folklore, and traditions. A major focus on the reader *Pinocchio* is included. At the accelerated level, activities and assessments will practice and test the student's proficiency at an extended rigor level.

Italian III (Prep) & (Accel)

Credit: 1	Level: III or IV
Grade Offered: 11, 12	
III (Prep)	Annual WL6131 WL6132
III (Accel)	Annual WL7331 WL7332

Prerequisite: Italian II (Prep or Accel)

This course continues the development of the skills of speaking, reading, writing, and listening. These skills are practiced and applied through the use of oral proficiency activities, oral and written projects, small group work, written compositions, readers, and an in depth study of several cultural topics. Students studying at the accelerated level will work with more complex language. Oral and written proficiency activities will challenge students' self-expression and communicative competency in Italian. Activities and assessments are designed to practice and test the student's proficiency at an extended rigor level.

Italian IV Accel & Italian Language AP

Credit: 1	Level: IV or V
Grade Offered: 12	
IV Accel	Annual WL7341
	WL7342
AP	Annual WL8341
	WL8342

Prerequisite: Italian III Prep or Accel

The goals of this course are mastery of grammar and fluency in oral and written expression. The ability to converse in Italian and to read authentic materials will enable students to write original compositions expressing their reactions to, evaluations of, and feelings on a variety of topics. The honors level will follow the AP curriculum including intensive conversation and reading along with contextual grammar application. Activities and assessments will practice and test the student's proficiency at an extended rigor level.

Latin I (Prep) & (Accel)

Credit: 1	Level: III or IV
Grade Offered: 9, 10	I (Prep) Annual WL5116
	WL5117
	I (Accel) Annual WL7116
	WL7117
11, 12	I (Prep) Annual WL5111
	WL5112
	I (Accel) Annual WL7111
	WL7112

Prerequisite: None

Latin I covers basic elements of the Latin language through the study of Latin grammar, vocabulary, and word study. Special emphasis is put on vocabulary that prepares students for SAT/ACT exams. Latin I acquaints the student with the culture of Rome and its influence throughout history. Through classical mythology, reports and readings, the student will be involved in Latin/English development. Students selecting the accelerated challenge level do independent research and skill developing projects in addition to the regular curriculum.

Latin II (Prep) & (Accel)

Credit: 1	Level: III or IV
Grade Offered: 10	II (Prep) Annual WL5126
	WL5127
	II (Accel) Annual WL7126
	WL7127
11, 12	II (Prep) Annual WL5121
	WL5122
	II (Accel) Annual WL7121
	WL7122

Prerequisite: Latin I (Accel or Prep)

Latin II provides a review of Latin I and an introduction of Level II material as related in grammar, vocabulary, word study, civilization, history, and culture. Special emphasis is put on vocabulary that prepares students for SAT/ACT exams. There is more emphasis on Latin/English translation and appreciation of Latin authors. Students selecting the accelerated challenge level do independent research and skill developing projects in addition to the regular curriculum.

Latin Prose (Accel)

Credit: 1	Level: IV
Grade Offered: 11, 12	Annual WL7131
	WL7132

Prerequisite: Latin II (Prep or Accel), Latin Poetry (Accel) or Latin Vergil: AP
Years Offered: 2012-2013, 2014-2015

Students read texts in original Latin. Authors may include Livy, Eutropius, Cicero, Caesar, Augustus, and Petronius. The course also introduces students to the broader aspects of the Latin-speaking world, especially the Roman arts of politics, war, and administration. Emphasis is placed on discussion of political, cultural, and literary issues as they relate to social and political questions of today. Famous Romans and their achievement in their time receive special focus. Students will study art related to these authors. This reading course is interspersed with units of new and review grammar. Emphasis is placed on English derivatives that prepare students for SAT/ACT exams. As part of the four-year Latin sequence, this one-year course is offered in alternating years and is thus taken in either the third or fourth year of study.

Latin Poetry (Accel)

Credit: 1	Level: IV
Grade Offered: 11, 12	Annual WL7141
	WL7142

Prerequisite: Latin II (Prep or Accel), Latin Prose (Accel), Latin: Vergil AP
Years Offered: 2013-2014, 2015-2016

Students read texts in original Latin. Authors may include Ovid, Martial, Catullus, and Horace. Students learn the cultural and historical context of each author. This course, through the study of many Greek myths, offers students the opportunity to appreciate the impact of mythological allusions. Classical art is incorporated into lessons as appropriate. Further, students learn tools for analyzing Latin poetic style and literary devices that will strengthen them as both readers and writers. This reading course is interspersed with units of new and review grammar. Emphasis is placed on English derivatives that prepare students for SAT/ACT exams. In addition, students experience first hand the influence of Roman authors on later writers (e.g., Thoreau).

Latin: Vergil AP

Credit: 1	Level: V
Grade Offered: 11, 12	Annual WL8141 WL8142

Prerequisite: Latin II (Prep or Accel), Latin Prose (Accel) or Latin Poetry (Accel)

Students will translate into English, analyze, interpret, and discuss the selections on the AP Latin: Vergil syllabus. They will read the intervening passages in English and discuss the Aeneid in its entirety as a work of literature. Skills such as the recognition of stylistic devices, scansion of dactylic hexameter, the ability to analyze and interpret specific passages, the ability to render Latin into an accurate and literal English translation and the ability to write convincing essays will be developed through practice all year long. As part of the four-year Latin sequence, this one-year course is offered every year and is thus taken in either the third or fourth year. Subsequently students completing their fourth year of Latin naturally take the Latin Prose course.

Spanish for Spanish Speakers

Credit: 1 (dc)	Level: III or IV
Grade Offered: 9, 10	Annual WL5206 WL5207
11, 12	Annual WL5201 WL5202

Prerequisite: Native Spanish-speaking competency; limited competency in reading and writing in Spanish

This program for native Spanish-speaking students is designed to increase their competency in the skills of reading and writing while furthering students' knowledge of the cultures and language of the Spanish-speaking world. Presentation of grammar and alternative vocabulary also forms a part of the curriculum. Large and small-group study will be employed. The curriculum is presented on an alternating year cycle which allows students to take this course for two consecutive years.

Spanish I (Prep)

Credit: 1	Level: III
Grade Offered: 9, 10	Annual WL5216 WL5217
11, 12	Annual WL5211 WL5212

Prerequisite: None

This course serves as an introduction to the language and culture of the Spanish-speaking world. Students speak, listen, read, and write basic Spanish by applying grammar and vocabulary in context. Additional reinforcement is provided through the use of CD's, videos, and other media.

Spanish I (Accel)

Credit: 1	Level: IV
Grade Offered: 9, 10	Annual WL7216 WL7217
11, 12	Annual WL7211 WL7212

Prerequisite: None

This course presents beginning language instruction with a focus on developing communication skills. Vocabulary and language structures are practiced and applied in reading, writing, speaking and listening activities. A cultural component is included to familiarize students with the customs of Hispanic peoples in the United States and throughout the Spanish-speaking countries.

Spanish II (Prep)

Credit: 1	Level: III
Grade Offered: 9, 10	Annual WL5226 WL5227
11, 12	Annual WL5221 WL5222

Prerequisite: Spanish I (Prep)

This is the second course in the language and culture of the Spanish-speaking world. Additional vocabulary and functional patterns are developed in context. Material in the language, including cultural information, is presented and practiced through the use of CD's, videos, and other media.

Spanish II (Accel)

Credit: 1	Level: IV
Grade Offered: 9, 10	Annual WL7226 WL7227
11, 12	Annual WL7221 WL7222

Prerequisite: Spanish I (Accel)

Students continue to build their vocabulary, grammar, and cultural knowledge in Spanish. Using more complex structures, students will listen, speak, read, and write in the language at a higher level. Application of contextual language is emphasized.

Spanish III (Prep)

Credit: 1	Level: III
Grade Offered: 10	Annual WL5236 WL5237
11, 12	Annual WL5231 WL5232

Prerequisite: Spanish II (Prep)

Spanish III (Prep) is a continuation of the program of the first and second years. Many activities are included to reinforce and expand students' oral and written expression. There is continued development of cultural background.

Spanish III (Accel)

Credit: 1	Level: IV
Grade Offered: 10	Annual WL7236
11, 12	Annual WL7231
	WL7232

Prerequisite: Spanish II (Accel)

This course continues the application of grammatical structures and vocabulary in context. Listening, speaking, reading, and writing skills are further developed with special emphasis on oral and reading competency. This course serves as preparation for Spanish Language AP.

Spanish Language Accel

Credit: 1	Level: IV
Grade Offered: 11, 12	Annual WL7241
	WL7242

Prerequisite: Spanish III (Prep)

Students develop their abilities to converse in Spanish and to read authentic materials. They refine their comprehension of grammatical structures and increase their vocabulary. Students communicate their thoughts, feelings, and ideas in speech and in writing. Videos and CD's of contemporary topics help students to develop their oral comprehension skills as well as to increase their cultural knowledge of the Spanish-speaking world. This class is available only to those who have completed Spanish III (Prep).

Advanced Spanish Communication

Credit: 1	Level: IV
Grade Offered: 11, 12	Annual WL7261
	WL7262

Prerequisite: Spanish III (Accel), Spanish Language Accel, or Spanish Language AP

This course is for students who wish to attain a high level of mastery of the Spanish language. Designed to enhance the student's communication skills, a variety of authentic materials and cultural resources will be used toward that end. The skills of reading, writing, speaking, and listening will be extensively practiced and refined in a thematic context. Vocabulary will be expanded considerably.

Spanish Language AP

Credit: 1	Level: V
Grade Offered: 11, 12	Annual WL8211
	WL8212

Prerequisite: Spanish III (Accel), Spanish Language Accel, or Advanced Spanish Communication

This course will prepare the students for the AP Spanish

Language Examination. The students will develop their proficiency in the four skills: speaking, reading, writing, and listening. The language skills will be applied to various activities and contexts. Preparation will include intensive conversational practice, authentic reading selections, vocabulary enhancement, and contextual grammar application.

Etymology Prep/Etymology Accel

Credit: 1/2	Level: III or IV
Grade Offered: 9, 10	
Prep (c/nc)	Fall WL5516
Prep (c/nc)	Spring WL5517
11, 12	
Prep (c/nc)	Fall WL5511
Prep (c/nc)	Spring WL5512
9, 10	
Accel	Fall WL7516
Accel	Spring WL7517
11, 12	
Accel	Fall WL7511
Accel	Spring WL7512

Prerequisite: None

Students increase their vocabulary and prepare for tests such as ACT, SAT, and PSAT by learning Latin prefixes and roots to understand word meanings and relationships. Magazines, newspapers, computer programs, games, puzzles, and other supplementary materials are used to enhance the course. The students learn to read with more understanding and enjoyment. Those students taking the course at the accelerated level are expected to do additional work with English words derived from Greek roots and apply them in context. Activities and tests are designed to practice and assess the student's ability to use the vocabulary in context at an extended rigor level.

Career Internship Program

Credit: 1/2 (dc)	Level: IV
Grade Offered:	Fall WL5551
	Spring WL5552
	Summer WL5558, WL5559

This course is designed for the student who is seeking work experience in an area that wish to pursue as a career upon graduation or after attending college. The student will apply for the internship through the department that they wish to receive credit for the experience. The student will work a minimum of 90 hours during the semester for credit for the course. The student will have weekly contact with the supervising teacher, develop a culminating project based upon the experience, be evaluated by the supervising teacher and the employer for the final grade. The student is responsible for their own transportation to and from the work place. This course may be taken for dual credit. It is the sole discretion of each department team to recommend the student for a work internship, application does not guarantee admission.

World Languages Classes

Freshman Courses

Annual

WL7716/7	Chinese I Accel
WL5316/7	Chinese I Prep
WL7416/7	French I Accel
WL5416/7	French I Prep
WL7426/7	French II Accel
WL5426/7	French II Prep
WL7616/7	German I Accel
WL5616/7	German I Prep
WL7316/7	Italian I Accel
WL6116/7	Italian I Prep
WL7116/7	Latin I Accel
WL5116/7	Latin I Prep
WL7216/7	Spanish I Accel
WL5216/7	Spanish I Prep
WL7226/7	Spanish II Accel
WL5226/7	Spanish II Prep
WL5206/7	Spanish for Sp. Speakers

Fall Only

WL5516	Etymology Prep
WL7516	Etymology Accel

Spring Only

WL5517	Etymology Prep
WL7517	Etymology Accel

Sophomore Courses

Annual

WL7716/7	Chinese I Accel
WL5316/7	Chinese I Prep
WL7736/7	Chinese II Accel
WL5326/7	Chinese II Prep
WL7416/7	French I Accel
WL5416/7	French I Prep
WL7426/7	French II Accel
WL5426/7	French II Prep
WL7436/7	French III Accel
WL5436/7	French III Prep
WL7616/7	German I Accel
WL5616/7	German I Prep
WL7626/7	German II Accel
WL5626/7	German II Prep
WL7316/7	Italian I Accel
WL6116/7	Italian I Prep
WL7326/7	Italian II Accel
WL6126/7	Italian II Prep
WL7116/7	Latin I Accel
WL5116/7	Latin I Prep
WL7126/7	Latin II Accel
WL5126/7	Latin II Prep
WL7216/7	Spanish I Accel
WL5216/7	Spanish I Prep
WL7226/7	Spanish II Accel
WL5226/7	Spanish II Prep
WL7236/7	Spanish III Accel
WL5236/7	Spanish III Prep
WL5206/7	Spanish for Sp. Speakers

Fall Only

WL5516	Etymology Prep
WL7516	Etymology Accel

Spring Only

WL5517	Etymology Prep
WL7517	Etymology Accel

Junior and Senior Courses

Annual

WL5311/2	Chinese I Prep
WL7711/2	Chinese I Accel
WL5321/2	Chinese II Prep
WL7731/2	Chinese II Accel
WL5331/2	Chinese III prep
WL7741/2	Chinese III Accel
WL7751/2	Chinese IV Accel
WL8711/2	Chinese Language & Culture AP
WL5411/2	French I Prep
WL7411/2	French I Accel
WL5421/2	French II Prep
WL7421/2	French II Accel
WL5431/2	French III Prep
WL7431/2	French III Accel
WL5441/2	French Language Prep
WL7441/2	French Language Accel
WL8411/2	French Language AP
WL7451/2	Adv French Communication
WL5611/2	German I Prep
WL7611/2	German I Accel
WL5621/2	German II Prep
WL7621/2	German II Accel
WL5651/2	German Language Prep (2014-2015)
WL7651/2	German Language Accel (2014-2015)
WL5661/2	German Communication Prep (2013-2014)
WL7661/2	German Communication Accel (2013-2014)
WL8611/2	German Language & Culture AP
WL6111/2	Italian I Prep
WL7311/2	Italian I Accel
WL6121/2	Italian II Prep
WL7321/2	Italian II Accel
WL6131/2	Italian III Prep
WL7331/2	Italian III Accel
WL7341/2	Italian IV Accel
WL8341/2	Italian Language & Culture AP
WL5111/2	Latin I Prep
WL7111/2	Latin I Accel
WL5121/2	Latin II Prep
WL7121/2	Latin II Accel
WL7141/2	Latin Poetry (Accel) (2013-2014)
WL7131/2	Latin Prose (2014-2015)

WL8141/2	Latin Vergil AP
WL5211/2	Spanish I Prep
WL7211/2	Spanish I Accel
WL5221/2	Spanish II Prep
WL7221/2	Spanish II Accel
WL5231/2	Spanish III Prep
WL7231/2	Spanish III Accel
WL7241/2	Spanish Language Accel
WL8211/2	Spanish Language AP
WL7261/2	Adv Spanish Communication
WL5201/2	Spanish for Spanish Speakers

Fall Only

WL5511	Etymology Prep
WL7511	Etymology Accel

Spring Only

WL5512	Etymology Prep
WL7512	Etymology Accel

Fall or Spring

WL5551/2	Career Internship
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Did You Know?

As foreign trade agreements and Internet-based businesses increase, there is an increasing demand for those who know foreign languages, cultures, and customs.*

The study of foreign language provides students with new perspectives and widens their world views.*

*Bulletin - National Association
of Secondary School Principals
- January 2000

The study of foreign language promotes critical thinking and problem-solving skills.*



Have you ever considered a career in?

Business & Marketing

Trade Economist
Cashier
Import/Export Agent
Insurance Agent
Foreign Exchange Clerk
Fashion Designer
Banker

Communications

Editor
Journalist
Advertiser
Newscaster
Telephone Operator
Foreign Correspondent

Fine Arts, Recreation & Entertainment

Museum Curator
Writer
Critic
Singer
Travel Guide/Agent
Hotel Manager
Film Maker

Health Services

Doctor
Dietician
Pharmacist
Nurse
Home Health Aide
Medical Secretary
Red Cross Worker

Public Service

Lawyer
Minister
Social Worker
Customs Agent
Police Officer
Employment Counselor

Science & Technology

Environmentalist
Archeologist
Engineer
Sociologist
Researcher
Factory Supervisor
Home Economist
Computer Analyst

Education

Teacher
Historian
Librarian
Professor
Translator
Interpreter

Civil Government

Intelligence Specialist
Peace Corps
Armed Forces
Diplomat
Congressman

Transportation

Pilot
Ground Receptionist
Bus Driver
Cruise Director
Flight Attendant